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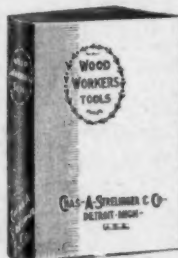
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No. 5

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### THE INEXPERIENCED TEACHER.

A few weeks since, the newspapers published a list of the intended future occupations of the pupils of a high school. Of these, more than two hundred planned to be teachers. In the case of how many of these would the normal school, college, or training school figure as an intermediate condition? How many would not be able to teach even after much training? How many would be natural teachers, regardless of training?

Such questions matter little. The vital question is, Where can the inexperienced teachers be placed that they may do the least possible harm? In my opinion the new teacher should be placed high in the grades. Say the fifth grade. The children are old enough to detect the crudities, and will make her path rough unless she has the ability and tact to keep ahead of them. If she has the teaching gift (and many have), the pupil's attitude, whether kind or critical, will be an incentive to supplement her inborn gifts with all the educational study she can compass. She cannot long impose on children of this grade. If she has no power, disappointed pupils and dissatisfied patrons will shortly cause her teaching days to be numbered, as they should be, giving her an opportunity to seek less exacting employment. But, in the language of the poet, "If she live through this grade she is immortal." She has mastered the situation, and is to be congratulated. Sympathy is due to the pupils, who probably ought to do the work over again. In any event, there is loss to the children, but some class must be sacrificed, and proportionately many more of the fifth grade continue in school than the children of any grade below.

The second year, give her the grade lower. She still has in her pupils critics who will constantly electrify her, but the experience of the preceding year has taught her something. While the fact that the grade work articulates with something higher is to her nothing tangible as yet, the number of pupils who reached their grade unprepared is something positive, though she may not realize how many she has left in like condition.

For her third year, place her one grade lower still. She begins to estimate things at their relative value. She has not ceased to meet obstacles, but she has

learned that she must turn out for them or endanger her equilibrium. Her pupils have confidence in her and she becomes self-reliant. Very likely she will marry now, and the work will have to be begun again; but if she does not leave the profession in her fourth year she can safely handle pupils of the second grade, and after that she ought to be able to work in any grade from the first to the highest.

Thus the first three years are a training school fitting for the higher work with the youngest children, where method is most necessary. To place untrained teachers in charge of first, second, or third grade children, who sit helpless under their experiments, looking up to them with the confidence which children have in adults, is as culpable as the shooting of defenseless birds. Young children never can convict the teacher of incompetence. If they report an occurrence that seems to reflect on the teacher's ability they are said to have misunderstood.

I have visited rooms where the principal, with the manner of a Beau Brummel, has introduced the sweet girl graduate, in charge of a second grade, this being the grade that the visitor wished to see, presumably to study methods or results. The teacher did the best she could. She thought it was very easy to hear children read and recite the multiplication-table. As might be expected, she broke every pedagogical commandment but one: proceed from the known to the unknown, and this she was doing all the time. Whose fault was it? The principal's, of course; the teacher was given the wrong grade.

Had she been given fifth grade work and failed, it would have been tragic but brief. The one who places the teacher has two obvious duties: to place her where study and preparation will be imperative and to see that in some way the training of a teachers' college is supplied. The *practice* she gets in the school-room; she must not look in vain to the principal for the *criticism* and she must have spiritual uplifting. By this I mean enrichment. I could cite many instances where teachers come together voluntarily for exchange of thought in some branch of study; they seem glad of the opportunity. In every city school system there is a contingent that needs help. This is the reason for the existence of the institutes and grade meetings. But more is needed for the supplementary work that should be done. What the teacher is, such is the school.

To summarize: It is best for school and teacher to place those who are inexperienced high in the grades, with strong teachers immediately above and below them. If there are two inexperienced girls to be given vacancies in the same school, place them as high as possible, but between them have a teacher who is a tower of strength.



## PLACING THE EXPERIENCED TEACHER.

After the teacher is experienced in the best sense of that term, she ought to be ready for any grade work, though possibly having a peculiar fitness for some special one. Then it would conserve the life of the school if she be given a different grade as often as once in three years. Even the tactful teacher becomes, or is apt to become, mechanical. If working in the second grade, her scholarship should feel no embarrassment in the sixth, and if in the sixth, it should feel no eclipse in the third. I should call this neither working up nor working down, but merely going around the circle. It is the exception for teachers to wish a change, for various reasons which may be classified as follows: It is a waste of time to change, as it takes three months in the school-room to comprehend the mental receptivity of younger or older children; second, lack of sympathy with young children; third, lack of sympathy with older pupils; fourth, lack of sufficient degree of attainment for more advanced work; fifth, too great attainment, this being objectionable for primary work.

These objections in the language of the commissioner of education, are but the dial on which are shown the results of the causes behind. In these instances the clock has stopped. Teachers who desire to remain in one grade lose sight of the resulting effects upon the school and upon themselves. The change is better if for no other reason than the avoiding of ruts. Teachers may preserve the eternal balance of the intellectual, moral, and physical natures, by heeding the old Greek motto, "Do nothing too much."

## PROMOTING THE TEACHER WITH THE PUPIL.

It occasionally happens that a teacher asks to be promoted with her children. Whether this is or is not wise depends upon the teacher herself. Fenelon carried his pupils through life. In a long relationship with the pupil, the teacher may calculate the value of the home influence and other interests. Children gain in stability if a long time with a teacher of strong personality. On the other hand, there are few Fenelons, and many teachers have in their teaching a favorite subject. If a change occurs each year, in the course of his school life, the pupil may have a teacher enthusiastic and exact in each subject studied. If a child repeat the work, if should always be under a different teacher, when much will be new. Teachers have weak points which children readily discover. Teachers grow tired of certain pupils. A child's sympathies are enlarged by changing teachers.

## PRIMARY AND EIGHTH GRADE TEACHERS.

While superior scholarship and all that goes to make up the cultivated woman are quite as necessary to the primary teacher as to any other, the guidance of the youngest children requires a heart power and a technical skill different from what is needed in other grades. Hence the primary teacher is a specialist and as such it is advantageous for her to keep the primary work year after year.

The eighth grade teacher has also a special work to do. Pupils leave her trained to struggle with higher studies, or else to begin practical life. The responsibility is tremendous. When a teacher of the necessary qualifications for this work is numbered in the school

force, she should keep to eighth grade work. It is from the ranks of the eighth grade that promotions to the high school should be made. The eighth grade and the primary teachers should lead in everything that makes for the betterment of the school.

## DISCIPLINE.

No mention has been made of discipline, though in giving the young teacher a high grade she may meet her greatest embarrassments in that phase of her work. Sometimes I think that discipline is very much a matter of self-respect. A conscious knowledge of thorough preparation contributes to self-respect and also modifies a too imperious and arbitrary disposition. It is the pupils' attachment to their teacher that produces ungrudging obedience. If the young teacher make sufficient effort the discipline will adjust itself as she gains the kind of self-respect which is really self-poise.

Josephine Heermans.

Read before the Kansas City principals, May 16, 1897.

## The Substitute Teacher.

By Minna C. Denton, Arkansas.

"Oh, Miss Galbraith, I never 'shall' make a teacher, I know I sha'n't!"

The inexperienced young substitute closed the door on the outgoing line of pupils, and threw herself into the desk-chair with a vehemance born of despair.

Miss Galbraith laid her hand on the drooping, tired head. *She* had been a substitute herself.

"I believe it must just be some mysterious quality in a teacher, that makes her pupils obey her; and that if you haven't it, they never will have any respect for you, no matter how hard you try to follow educational laws and all that sort of thing. At any rate, all my trying doesn't seem to do any good."

"Experience, my dear, though a hard master, is the most valuable of all. I don't know of any trade or profession where it counts for so much as in teaching. After a while it will show you that the respect of your pupils is not some fairy godmother's gift, but a result of your treatment of them. But what was the special trouble to-day?"

"That's what I want to know. I had Miss Holbrook's room, and I tried to be so careful with them. I remembered what Principal Fairbairn said about checking disorder in time. Just as soon as they began to be the least bit inattentive and careless, I tried every remedy I could think of. But it wasn't any use; they got worse and worse, till I thought I positively couldn't wait for four o'clock."

Miss Galbraith smiled a little.

"You 'didn't' begin in time, after all," she said. "The time to check disorder is 'before,' not after, it shows itself. An ounce of prevention, you know. I always think of that old saying whenever I see a roomful of children detained after school. The pound of cure is apt to prove bad medicine to both teacher and pupil, and then it usually falls far short of the desired effect. It ought to be recognized as the disciplinarian's chief business to prevent, not to punish, disorder."

"Oh, dear! My conscience grows more uneasy with every sentence. But tell me, please, about some of these preventive measures."

"Well, the only permanent way to be rid of an evil is to find some good thing to take its place. The teacher who succeeds in arousing real enthusiasm for the daily work, finds that her pupils have no time left for mischief. I know it is hard to apply this directly to your case, since you have each set of children for so brief a time. But perhaps if you are careful to provide plenty to do, of a sort that is within the limits of their ability and calculated to prove interesting, your problem will be considerably simplified. If I were you, I should keep on hand plans for lessons of different sorts in each of the different grades—there is so little time to prepare when you are called to take charge at a moment's notice.

"For example, take that mischievous boy who gives you so much trouble. Try giving him some little extra task—an errand or service for you, perhaps—and you will experience a considerable lessening of the resisting forces.

"For the holder of the substitute's office, I should say a rule of the utmost importance is, 'Know exactly what you are going to do, and how you are going to do it.' The children will be quick to detect and take advantage of any uncertainty on your part. Another rule most often violated by young teachers is 'Make your commands'—requests, I like to call them—'definite, exact, and perfectly intelligible.'

"In dealing with a roomful of little ones, like Miss Holbrook's, it is well to remember that with the child, and more especially with the little child, the power of controlling the attention is very weak. Generally, he is less to be blamed for his inattention, than is his teacher. This shows the importance of not allowing him to become weary of an exercise before changing it for a fresh one. As I said before, if you wait until signs of his restlessness and inattention appear you will have lost half the battle.

"There is a pernicious practice to which I hope you may never become addicted—that of making threats. I never made one yet but I had to carry it out, very frequently to my great regret. 'Tommy, if you do that again, I'll keep you an hour after school,' ought to act as a check upon Master Tommy's high spirits, you think; on the contrary, however, he usually accepts it as a challenge, and both you and he become out at the end of the hour the sadder if not the wiser for your experience."

"Miss Galbraith, if only I can put into practice half these precepts you have been giving me, I am sure I shall make a marked improvement. But tell me honestly, don't you think the substitute's is the hardest place of any in the teaching force?"

"Well, yes, under present conditions I do. So long as children are permitted to entertain the idea that it is their privilege to take what advantage they can of a strange teacher, the substitute will be denied opportunity to do the best work of which she is capable. For my part, I think the teacher in charge of a room should feel answerable for their behavior to a substitute, in much the same way that a mother feels responsible for the conduct of her children toward her

guests. If she has not taught them consideration, courtesy, respect, and obedience toward their superiors, how can she look with complacency upon their progress in less important branches of their education?"

"If all teachers adopted your rule, Miss Galbraith, what a paradise for substitutes this world would be!"

## Drill and Development.

(This was the topic for discussion at the regular weekly conference of the faculty of the California, Pa., State Normal School, Tuesday evening, Feb. 9. The leader for the evening was Miss Anna Buckbee.)

[STENOGRAPHIC REPORT.]

Drill is repetition for the sake of fixing facts or perfecting in skill. Development means not only increasing the number of facts, but acquiring the power to grasp new facts and to give their relations. Drill is repetition; development is gaining power to form concepts.

The important question is the relation between drill and development. Education is the development of the entire human being, to which drill is subordinate. Physical drill has to do with the training of the hand, the vocal organs, and there is a difference between this and mental drill. There is a distinction between making some perfect action, and learning tables in arithmetic, or lists of places and dates. There is a third kind of drill which is a combination of these two. In spelling, the hand writes (physical), while the brain thinks (mental). In reading, the utterance of the words is physical and the recognition of them mental, drill coming into play in the recognition. In language we find both kinds of drill or training. Writing, drawing, singing, manual training are all forms of drill.

The effect of drill are to give us skill and facility of expression. We want to learn to write, and the way to do this is to practice, and practice, and practice. By a thorough drill in spelling we master words so as to use them in expressing ourselves. We become skilful in drawing and use this as a means of expression. We gain the power to use language partially through drill, while at the same time, we get the tools for expression.

It gives children a sense of power and some pupils thoroughly enjoy it since here they feel they can give what is required. They enjoy a kind of work in which they stand as well as their neighbors.

Drill takes time. Take the number of words which the average person knows, deduct the number learned at home and in the street, and divide the result by the number of days in the school and the quotient will be proportionately small in comparison to the effort made by the teacher to have those words learned. Prolonged drill exercises tend to arrest rather than to promote development, because the pupils substitute words for ideas in many instances. Children get into the habit of saying the words and not thinking the things. I remember a little girl who came to me just after school had opened one fall and said, "I remember all those things in a row on the board that we had last summer. I know every one of those words in a row." [These were the names of the northern tier of



counties of Pennsylvania.] "What things do you mean, what are they?"

"Why, don't you know, they are up there on the board." She did not think they were anywhere else, except on that board. She had been learning the counties, but she did not know that they were divisions of land.

Another objection is that drill emphasizes the wrong basis of memory, that is, the mechanical instead of the logical. Pupils ought to remember that the products of Brazil are such and such things, because he associates them with a certain soil and climate. The greater danger is that the teacher will ignore the relations of climate and soil, and will just simply teach the facts instead of leading pupils to see the relations. Suppose children cannot remember a certain country, as Bolivia; tell them a story of Gen. Bolivar, and the facts will fix themselves in the mind.

Drill should be reduced to a minimum, taking only a proper amount of time in the child's life. We waste a great deal of the child's time taking away the spirit of inquiry, and arresting his development by giving him at the wrong time certain things to remember. My interest in language was injured by compelling me to learn words, definitions, and synonyms from spelling books. I had three spelling books and I went over all the words in all of them. Many of them I have never had any use for, but they lay in my mind as so much indigestible matter. If mental development is growth, then it is wisdom not to give the child a great mass of stuff upon which he cannot feed. It remains with some one wiser than I to fix this time. The children in my room have been learning the word "optional," not by drilling upon it, but by putting a list of words upon the board and marking before some of them the word, optional, or by marking their problems in the same way, and I know they understand it by the questions that they ask. When a child is ready for a word it should be given him. Whenever we need a word to carry on our conversation, we ought to take up that word.

Teach things in their relations so as to arouse interest. Drill is a lazy teacher's way of teaching. It is a way of getting the children ready for examination, and too often this meets the approval of the parents.

Dr. Ehrenfeld said in discussing this subject, "I do not believe in drill for the sake of drill, but development depends in some measure upon this. I think the function of drill is to secure unconscious power. In respect to many things, we have to "get" them in the first place, and then recall them unconsciously. I call to mind one of Dickens' characters, Sam Weller, who gets his pen and after much wriggling and twisting of the body and face, at last manages to write a few lines. If he had been in school and received drill in this, he might have written a very respectable letter, without such contortions. Practice has good results where drill is not taken merely for drill's sake. Through drill and by drill we develop the faculties, mental and physical, and get things drawn over to the realm of the unconscious. Many children waste time in learning the spelling of words for which they have no use, while they have not learned to spell what they need to use.



JASON E. HAMMOND,  
Michigan's new State Superintendent of Public Instruction.

There is such a thing as muscular memory, and we would have this unconsciously. The great difficulty is that some persons can fix a thing by going over it twice and others only after going over it two score of times. The great trouble is in having both kinds of people in the same class.

(Here the discussion ended abruptly by the expiration of the hour allotted to these meetings.)

## The Kindergarten and Child Study.

By Dr. John Dewey, University of Chicago.

In a paper read before the kindergarten department of the N. E. A. Dr John Dewey of the University of Chicago said:

"Special opportunities for study of child psychology under unusually favorable circumstances offer themselves in the kindergarten.

"In childhood the normal relationship between feeling and idea on one side and expressive activity on the other is most obvious. And the kindergarten by the sort of work which prevails in it gives peculiarly valuable occasions for studying this connection.

"The kindergarten has always laid much emphasis upon the conception of play as an educational factor. Psychologists have now taken up the study of play and are relating it both to the general principles of mental evolution and to the facts of structure of the nervous and muscular system. The study of the kindergarten theory and practice enables the teachers to translate the abstract and general propositions of philosophic theory into terms of the concrete, living individual. To put psychology into kindergarten practice means to make it more vital and more personal."



## Foreign-Born Pupils in the Primary.\*

By Jane Addams.

Though the writer has never been a teacher, nor a close observer of primary schools, she has had unusual opportunity to see the children of immigrants during and after their short period of school life. My paper will be confined to an Italian colony lying directly east of Hull house in Chicago, but with little modification it might be equally well applied to the Polish and other foreign colonies of Chicago. I have thought it best to treat of the school as a social institution for the purpose of introducing certain lessons. This division is certainly legitimate, for the school offers certain facilities for the socializing of the individual not acquired by participation in the social life about him.

The members of the nineteenth ward Italian colony are made up largely from Southern Italy. They have come to America with the distinct aim of earning money and to find more room for the energies of their children. The ideas they have had have come directly to them from their struggles with nature as a means of earning their living through their own efforts from the cultivation of the soil. The women have been the more diversified in their activity. They are devoted to their children, strong in their family feelings, and cherish their communistic life. The men for the most part, work on railroad extensions in the charge of a foreman who pays their wages and regulates their food.

The first effect upon the women of immigration is that of idleness. The women no longer work in the fields picking olives. The mother of the family buys all of the clothing that is not spun by them. The cookies and bread for the most part are made outside, and the macaroni bought. All the activities that would have interested the children so much have slipped away. Hundreds of children in the settlement have not seen wheat grow. Some have never seen bread baked, while the washes, one of the things that remain for them, are sources of great discomfort. The child receives many stimuli in the streets of the most exciting sort, but uses little of his energies in domestic manufacture. No source of activity is supplied in his home, where it would naturally have been found for him in Italy. There is no union made with his former life. The parents comment upon the fact that their children learn the foreign language and customs before they themselves do. The dependence of the family is upon the child. When a member first goes to school the event is fraught with great significance to the other members of the family. Did the child receive his instruction in the school and give it to his family, the school would then be the first connector between them and the organized society about them. If a boy is 12 or 13 he is already a wage-earning factor, and a girl is already contemplating her marriage.

Let us take one of these boys who has learned at the age of 8 or 10 years, to speak his native language. Whatever interest has come to him or his ancestors has come through the use of his hands in the open world, yet the first thing the boy must do upon going to school is to sit still for at least a part of the time

and learn the lesson which is set to him, something he has not done before, and amidst all the perplexities of a foreign tongue. The child under these circumstances is perfectly indifferent to showing off and making a good impression. He leaves that to his school fellows. It is not the purpose of the speaker to decry our school system, but she ventures to assert that if the little Italian were supplied with tangible material to exercise his muscle, he would go bravely to work. But the teacher often insists that his powers must be developed in what is to the pupil an abstract direction. The teacher quite honestly estimates the child from an American basis. The contempt for the experiences of their parents and their native language is doubtless due to this, and this taking away of his family loyalty takes away one of his most loyal traits.

The Southern Italian peasant comes from a life of picking olives and oranges, and in the new world he begins by picking coal from the railroad track. It is easy to go from the coal on the railroad tracks to the coal in the dealer's shed or the vegetables in the grocery. This is apt to be the record of the boy who is forced to find stimulant in the street. He has in himself the spirit of adventure and activity for which, unfortunately, many outlets are found upon the street. The city school must deal with attractions from outside. It has to compete with a great deal more than a country school, for nothing is more fascinating to the boy than that mysterious downtown, whither he loves to go to sell papers and perhaps stay out all night on the pretence of getting the early editions.

These boys are not of criminal descent or of vagrant parentage. Their parents have been loving and painstaking for many generations, and had they been filled with the spirit of singing together by certain note, they would have been saved this erratic development.

Miss Addams thought the foreign-born youth was no led to appreciate the connection between what he learned and what he might in after life be called upon to do. He had no consciousness of his social future. The education should not consist of cramming his head with abstract information as though he were employed in some factory handling pieces not at all related to one another. As an illustration she spoke of one boy who came to the Hull house because his father, a harnessmaker, had sent him. The father thought it very desirable that his boy should learn to read the English papers, under the impression that he might learn where to buy leather to the best advantage, and he also wanted him to learn to figure, so that he might keep the books of the business. The boy has since left school. When put through an examination recently by Miss Addams, he was found to have forgotten almost altogether how to read, and read only when compelled to by his father; even then he "made up" most of what he read. He still knew how to figure, however, as he was interested in the business himself.

## Co-Operation of Home and School.\*

By Mrs. Ellen M. Henrotin, President of the General Federation of Women's Clubs of Chicago.

The entrance of women into the teachers' profession has accentuated the importance placed on primary education. In the past it was the only occupation open to a gentlewoman. The large percentage of university and college graduates who now embrace this profession shows that the opening of other trades and professions has not prevented women from entering this one. The woman's club movement is distinctly educational and the formation of clubs began about

\*Condensed report of address before N. E. A.

forty years ago, and the organization of these small literary clubs and classes all over the country was the foundation on which has been built the great club movement. At the last biennial meeting in Louisville in 1896, the delegates adopted the study of the science of education and of educational conditions existing in their locality, to the end that the united influence of women's clubs might be exerted for the betterment of the state systems of education, from the kindergarten to the university, and that special effort be made to emphasize a systematic study of ethics. The result has been that every state federation has carried out this suggestion and appointed a committee on education, and most of the clubs belonging to the general federation have done likewise. The interest in education which is being aroused through the clubs of the general and state federations should be utilized and the National Association could by co-operation secure for the public schools the very best in buildings, text-books, liberal salaries, teachers' pensions, skilled teachers, necessary appropriations. As a practical example of what this co-operation could secure, school extension in connection with the rural schools, night schools sustained by the clubs, supervision of school buildings, outhouses and playgrounds, teachers' receptions, and other forms of practical effort were suggested. This co-operation was urged for the benefit of teachers, parents, and children alike, that home and school should be no more divided but educational forces be correlated.

### Children's Dissappointments.

By Lillian M. Eliot, New York.

Six hundred papers on "Disappointment" have been examined. Unfortunately these were obtained only from boys. The value of the work would have been more than doubled could statistics have been added from an equal number of girls of the same age. About 70% of these children were foreign-born, or of foreign-born parents.

Still, that makes little difference with these data. The majority of the boys were from the 11th to the 17th year of age. They were asked to write the greatest dissatisfaction of their lives.

It is surprising how far back the memory of some disappointments go—even to babyhood in many cases—showing that, on an impressionable child the effect of an early disappointment may be permanent. The boys have written very frankly and freely and have not scrupled to tell of disappointments caused by the broken promises of their elders.

It was a pleasure to find that though many disappointments had to do with school life, still in no case is mention made of a teacher's breaking her promise which argues well for the profession.

Only three have disappointments approaching the sentimental.

One complains that a young lady asked him to take her to a picnic but a hard-hearted father interfered and insisted upon his taking a music lesson instead.

Another made an appointment with a young lady but she failed to keep it, while the keenest disappointment of this unhappy trio comes to him whose sisters insist upon telling his age to every nice girl whom he goes to see, thereby subjecting him to ridicule.

One boy feels deeply the loss of faith in a once trusted friend, while another claims that his greatest disappointment lies in the fact that he is an outcast from society and without friends. This was the only boy who did not sign his name. Evidently, he told the truth, but he felt it too keenly to publish the fact. Doubtless no one in the school knows his sorrow.

Seventeen fortunate ones claimed never to have been

disappointed, but it is quite possible that they did not rightly understand the meaning of the word. I am more inclined to think that this is the case since all the papers came from one class.

Four claimed that the present wars have caused their greatest disappointments; two because the Cubans have not yet succeeded in gaining their liberty and two because the Greeks do not keep up to the fighting standard of their ancestors.

Many fail to distinguish between sorrow and disappointment.

Forty (average age 12.4 years) find their keenest disappointments in the death of some friend; twenty-seven of these from pure sorrow, eight (average age 12.2 years) because they were deprived of some pleasure by the sad event, and one because his friend was a rich boy, who used to share his spending money with him. Another bemoans the loss of a dog that died in Europe some years before the little master came to America. Three mention the loss of the Elbe because some one known was on board. One says he misses the baby-brother who always shouted to him when he returned from school, "Hello, Dutch." He is disappointed that he cannot longer hear the affectionate greeting!

Forty-five disappointments have to do with the vicissitudes of school life:—eighteen from loss of promotion, four from loss of some reward, three because they are habitually and (according to their perverted moral vision) unjustly detained after school hours—five because they failed last year to enter college,—six because they were kept at home by illness,—six because they were not able to keep up with the work of the class, and one because he expected a school holiday on a certain date and he did not get it. (Av. age 13.5 years.)

Those who were disappointed at the breaking of cherished toys number a dozen. (Av. age 13.5 years.)

The largest number, 124, are those who failed to get something badly wanted. Some give pathetic reasons; often loss of work on the part of parents, and scarcity of money.

Fifty-five were disappointed in not getting wheels, others wanted musical instruments from drums to pianos; others new clothes, rings, watches, ponies, goats, dogs, pigeons, fish, books, wagons, money, and one's great life disappointment has been that he has never found ten dollars though why he should stop at that amount he does not say.

One was intensely disappointed because he saw his father buying a wheel for him! Evidently he doubted a parent's judgment in so momentous a purchase. One claims to have done an errand for a lady years ago for which she failed to thank him, while another received as payment on a similar occasion an insufficient amount of candy to compensate for his labor.

Others suffered disappointments through personal injuries.

One hundred and twenty-six were disappointed in not being able to go somewhere, the places ranging from the circus and Coney Island to Europe, but by far the greater number of these regretted their inability to get out into the country. The clerk of the weather will have to answer for 61 keen disappointments, while 38 were so fortunate as to miss parades at various periods of their lives.

Fortunately they have not yet reached the age of self-analysis and introspection so none have suffered disappointments due to lack of appreciation. In no case does wounded vanity seem to have caused disappointment. I wonder if this would have been the case in a corresponding set of girls' papers? I am inclined to doubt it since girls are usually more painfully sensitive than boys.

(Part of paper read before the New York City Normal Alumnae Committee on Child Study.)



## Educational Exhibit at Milwaukee.

The published abstracts of addresses and papers before the National Educational Association have given the readers of *THE SCHOOL JOURNAL* a taste of the many good things offered by the recent convention at Milwaukee. In point of numbers the meeting did not come up to those held at Buffalo and Denver. But of this and other matters we will speak next week, and confine ourselves in the present number to the educational exhibit held in connection with the meeting. This exhibit was located in the Exposition building and was in charge of the local committee. The stairway leading up to it was dark and unattractive. Adding to this that the weatherman had turned on all the hot registers, it will be easily understood why the exhibit was not as popular with the visitors as it might have been. Many who did climb the long stairs lost courage when they reached the top and saw the length of the gallery around which they were compelled to wander if they wanted to take a look at the scattered display.

The exhibitors naturally were not in the most cheerful mood; even the charitable offer of one of the Milwaukee papers to describe their wares at the rate of a nickel a line failed to raise their spirits to the heights of enthusiasm. But then only the most observing visitors could notice this, for there was hardly enough light to show the character of some of the exhibits.

With the speakers the exhibit was not particularly in favor. The hall was so large that for the most part they could be heard only by those nearest to them, and order had to be given to keep people from walking around during the meetings; this, of course, prevented many from feasting their eyes on the exhibit.

Those among the exhibitors whose patience was not that of Job held an indignation meeting and proposed to lay their grievances before the local committee. Secretary Geo. W. Bruce offered to return from his own pocket one-third of the rent paid by the dissatisfied ones. Of course, no one wanted to accept this generous offer. Neither was anyone willing to lay the blame for the unsatisfactory state of affairs at the door of Mr. Bruce; everybody felt that he had done his very best to make the exhibit a success. The failure was due to the fact that the local committee did not recognize the necessity of placing the arrangement in the hands of a committee of experts who knew how.

The Milwaukee exhibit has demonstrated what *The School Journal* has said over and over again, that unless the whole affair is placed in the hand of a competent committee made up of exhibitors, the N. E. A. exhibit had better be abolished. School book publishers and manufacturers of school supplies cannot afford to waste time and money on unprofitable ventures of this kind and teachers and school officers will lose interest. At future meetings the exhibit ought to be in charge of the exhibitors' association formed some time ago, of which mention has been made in previous numbers.

Among the exhibitors at Milwaukee were the following:

### TEXT-BOOK PUBLISHERS.

Nearest to the head of the stairs were the exhibits of A. Flanagan and E. L. Kellogg & Co. A large number of practical and attractive teachers' helps was shown, under the supervision of Mr. Flanagan and Mr. Lewis, of the Chicago office.

The Werner School Book Co., of Chicago, occupied a prominent position. Mr. A. H. Porter and Miss La Trace were kept busy explaining the value of language lesson books, histories, and science books, of which the Werner Co. has an excellent list.

Messrs. Allyn & Bacon, who have offices in Boston and Chicago, occupied a favorable position, and Mr. Bacon was assisted by Mr. E. C. Goddard in explaining the merits of their English classics, as well as the large line of Latin and Greek text-books which this firm has placed upon the market.

The business college department was well represented by Williams & Rogers, under the care of Charles R. Wells, of

Rochester, with a full list of improved bookkeeping and copy books. Mr. Wells explained his latest publication, which is a book of instruction and practice in all business forms and bookkeeping routine.

In the same line the Practical Text-Book Co., of Cleveland, offered a number of excellent bookkeeping books which Mr. E. E. Gaylord, in charge of the exhibit, explained to the teachers. Among other publications shown were books on typewriting, bookkeeping, and mathematics, designed for practical work in the high school or business college.

The Morse Co., of New York, Boston, and Chicago, was in charge of Arthur J. Burgess, who showed a line of works on nature study and science, suitable for supplementary work in the different grades.

The University Publishing Co., of New York, were on hand with geographies, readers, Latin books, and supplementary readers, together with books of standard literature suitable for the upper grades of the public schools.

S. H. Goodyear occupied a corner overlooking the main floor, and interested the visitors in commercial text-books, which are making a place for themselves in business colleges and high schools which have commercial courses. The Goodyear Publishing Co. is located at 278 West Madison street, Chicago.

Maynard, Merrill & Co. were represented by Messrs. B. S. Lobdell and J. D. Williams from the Chicago office. This firm exhibited, among other things, a list of penmanship books.

Silver, Burdett & Co. were represented from their Chicago office by Mr. D. D. Berry. In addition to their language books, which include reading, writing, and history, their normal music course came in for a share of attention.

A large section was occupied by Houghton, Mifflin, & Co., of Boston, New York, and Chicago, and their attractive publications were represented by C. F. Newkirk and George W. Cone.

Stenography text-books, for use in business colleges and high schools were shown by Arthur J. Barnes, of St. Louis.

Messrs. Henry Holt & Co., of New York and Chicago, were ably represented from their Chicago office. Their books on science and mathematics brought forth favorable comment.

Historical text-books were shown by Messrs. Scott, Foresman & Co., of Chicago. Their exhibit was in charge of S. L. Sayles.

D. Appleton & Co., of New York and Chicago, were represented by Mr. A. A. Horne from the Chicago office. The standard publications of the Appleton Co. are well known, and attention was drawn to a new line of books for supplementing the school work at home, in departments of natural history, science, literature, and art.

The exhibit of the American Book Co. was, perhaps, the largest of any, with headquarters not only at the Exposition Building, but at the Hotels Pfister and Plankinton. Their new elementary geography received particular attention, but many others of their books were shown, and their exhibits, especially at the hotels, were constantly visited by teachers.

The Ellis Publishing Co., of Black Creek, Michigan, were on hand with a new bookkeeping text-book, designed to cover this work by the objective method. Their publications have been thoroughly tested, and have been favorably received.

The Nature Study Publishing Co., of Chicago, has a new publication, entitled "Birds." It is handsomely illustrated by colored plates of birds, with a description of each one of the birds illustrated. "Birds" is an attractive novelty.

Messrs. Leach, Shewell & Sanborn were represented by a list of text-books shown by William H. Ducker and Edward Manley.

D. C. Heath & Co., whose text-books on vertical writing and drawing received considerable attention, were represented by Messrs. K. H. Goodwin, W. F. Young, and L. D. Vose from the Chicago office.

W. B. Harrison, of New York, the publisher of "The Great Round World," a bright little paper on current events for use in the class-room or home, interested a large number of teachers in his paper.

McMillan & Co. were represented by Dr. Sevenoaks and Mr. Wise from the New York office.

At the hotels a number of book publishers had taken rooms. Among these were Sheldon & Co., represented by Harry Helmer, of Chicago; the American Book Co.; E. J. Butler, of Chicago, represented by Messrs. Beldon & Ellis; G. W. Holden, of Springfield; the Dixon Pencil Co., and others. Among the school papers were noticed "Popular Educator," "Intelligence," "School Bulletin," "The Great Round World," "New England Journal," "American Teacher," and *The School Journal*, *Teachers' Institute*, *Primary School*, *Our Times*, and *Educational Foundations* from New York and Chicago.

### SCHOOL MUSIC PUBLISHERS.

School music received attention at the hands of Mr. Gray, who represented Novello, Ewer & Co., of New York. Their books are graded, and are suitable for children of different ages, the different seasons of the year, and special occasions of all kinds. They are sold at a reasonable price, in order to reach all classes of schools.

John C. Church & Co., of Cincinnati, placed on exhibition their new model music course, which has been so well received by the music teachers in the graded schools. A point made in favor of this book is its careful grading, and its novelty of arrangement in introducing and combining part singing in a new manner.



## KIDERGARTEN AND DRAWING MATERIAL.

Milton Bradley Co., of Springfield, Mass., were represented from their Chicago office, with a full line of kindergarten supplies, under the care of Mr. Thomas Charles and Mr. W. T. Dix. The kindergarten supplies readily drew the attention of teachers, especially those in charge of primary grades.

Among local exhibitors, Mr. A. Rhode, of Milwaukee, occupied a large booth, crowded with kindergarten material. This line of work made an attractive display, and Mr. Rhode's exhibit was much complimented.

The Prang Educational Co. occupied a large section in the middle of the rear gallery, and their walls and tables were covered with samples of work taken from various schools. Mr. W. B. Sherwood and W. S. Mack, both of Chicago, were assisted by the Misses Holbrook and Brannan.

## SCIENTIFIC APPARATUS AND COLLECTIONS.

J. B. Colt & Co., of New York city, occupied a corner of the gallery and treated visitors to magic lantern views in a darkened room. A large number of scientific instruments were shown and fully explained by Messrs. F. P. Hopkins and A. C. Davison, of the New York office.

Another scientific display, interesting in the scope and usefulness of the apparatus shown, was sent by W. A. Olmstead, of Chicago, and was under the care of Messrs. C. F. Atkinson and W. J. Wilcox.

Science apparatus, especially designed for the physical laboratory, manufactured by Alfred A. Robbins, was shown by Messrs. Robbins and Tynes.

The Chicago Laboratory Supply Co., of 31 West Randolph street, explained to their visitors the merits of physiological and psychological apparatus, of which this firm is making a specialty.

A convenient physical laboratory desk, with other necessary apparatus, was shown by the Crowell Physical Apparatus Co., of Indianapolis. Points claimed in favor of this desk are neatness, simplicity, convenience, and moderate cost.

A corner was occupied by H. F. King, of Hot Springs, South Dakota, who is an enthusiast in mineralogy. Cabinets were shown containing 150 specimens, comprising rocks, fossils, and minerals.

## MAPS, DESKS, AND GENERAL SCHOOL SUPPLIES.

The Standard School Furnishing Co., of Chicago, with general school supplies, were represented by M. H. Beckley, A. E. Klatenbrun, and W. E. Emery.

A new device for heat regulation, thermometers, and ventilation formed the exhibit of the Johnson Electric Service Co., of Milwaukee. School principals interested in this line of school furnishing can receive particulars and estimates upon application.

School desks of different styles were placed on exhibit by the United States School Furnishing Co., of New York and Chicago. In addition were shown the newest crayons, erasers, charts, and other incidentals necessary for the school-room.

Another school-furnishing house, showing a convenient and well-made desk, was the Manitowoc (Wisconsin) Seating Co., represented by J. B. Furber.

The Wisconsin School Supply Co., of Milwaukee, was under the care of Mr. Thomas Skinner, who explained the use of the different supplies to the visiting teachers.

A. H. Andrews & Co., of Chicago, exhibited a number of well-made and convenient school desks, tables, chairs, and book-cases. This firm has a reputation for excellence in this line.

Pencil sharpeners were shown by the A. B. Dick Co., of New York and Chicago. Their new machine is made entirely of metal, and can be attached to the desk or wall. It occupies small space, and does its work admirably.

A really fine exhibit of school supplies in the form of globes and astronomical apparatus was under the care of the Central School Supply Co., of Chicago.

Plaster casts for geography and drawing purposes in the school and home were exhibited by Henecke & Co., of Milwaukee.

Special mention must be made of the curved raised form shown by Mr. E. E. Powell, of Washington, D. C. and the photographs, framed and unframed, shown by Mr. Frank Hegger, of New York city.

## BOOK COVERS.

G. W. Holden, of Springfield, Mass., has earned his reputation as a book cover man. Books covered and uncovered formed part of his exhibit. The rapidity with which these may be placed upon the books, their durability, cheapness, and the extra life given to the book, are points in their favor. Many of the large cities of the country have adopted the covers, thus proving their value.

## TEACHERS' AGENCIES.

Teachers' agencies were well represented. Mr. Brewer, Mr. Bardeen, and Miss Thurston were at the Pfister. The Fisk Agency was at Hotel Plankinton. Messrs. Albert and Clark, Winchell, and H. S. Kellogg, of Kellogg's Bureau, were on hand, the latter having headquarters at the Exposition Building and Hotel Pfister.

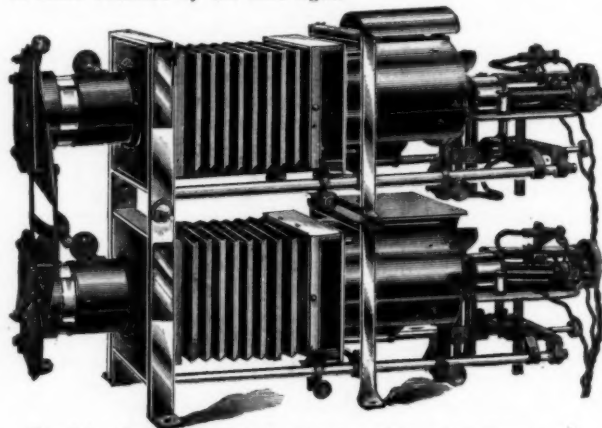
## School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement in school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th Street, New York City.

## Thompson's Improved Electric Light Stereopticon.

Thompson's Improved Electric Light Stereopticon, as shown in the accompanying illustration, is a compact, portable stereopticon operated by arc lamps. Being supplied with every known improvement for the correct and rapid exhibition of lantern slides, it commends itself to all who may desire a first-class apparatus at a moderate price. The arc lamps are of novel design and construction, inasmuch as the carbons are arranged on the 90 degree plan, thus securing an increase of nearly 25 per cent. in volume of light, over the old way of placing carbons in the perpendicular form. These lamps will burn two hours without changing carbons, and fifteen minutes without turning the adjustment wheel. They may be used on either the direct or alternating system of lighting, a double set of gears being fitted to each lamp. The change can be made from one system to the other in one minute. Every lamp is tested for fifty amperes, or five times the usual amount of current passed, and the insulation will stand 500 volts indefinitely without injury. The metal hood which nearly surrounds the arc answers a double purpose, inasmuch as it excludes all light from the room and absorbs the heat and dissipates the same to other points than the condensing lenses. Peep holes in these hoods, covered with mica enable the operator to examine the arc at all times. Another novel feature of this apparatus is the mechanical shutter, by the use of which dissolving effects are produced equal in every way to those obtained by the lime light.



Provision has been made for the use of the microscope and attachment, vertical attachment with lenses, water cells, etc., for chemical and physical laboratory use. The slide carrier and bellows are detachable at the condensing lenses, thus providing space for the introduction of the above mentioned apparatus. The bellows have a sufficient extension for the use of objective lenses, varying in focus from 3 to 12 inches. The whole apparatus is finely finished in nickel, with burnished brass trimmings, and the general construction is such that with ordinary care it should last a lifetime.

The lanterns are provided with microscopic registering devices, both horizontal and vertical; hence, it is possible to exhibit any mechanical effects with perfect accuracy.

Lime light burners, or incandescent lamps may be substituted for arc lamps in a moment's time.

Illustrated circular and full particulars will be mailed on application, by the inventors and manufacturers, A. T. Thompson & Co., 26 Bromfield street, Boston, Mass., or by E. and H. T. Anthony & Co., sole New York agents, 591 Broadway.

## Acetylene Gas Generator.

A new apparatus for generating acetylene gas is furnished by J. B. Colt & Co., of this city. The generator will be of great value to schools using the Criterion lantern, for it is perfectly safe, as well as convenient. In this generator the gas is not under pressure, and there is not a sufficient amount stored to make it possible for an explosion to occur. The apparatus is so arranged that the carbide is automatically raised out of, lowered into the water, as the supply of gas is increased or diminished. The charging of the generator is accomplished by putting a sufficient amount of carbide into a wire basket, which is supported from the top of the gaso-

meter. The gasometer is placed in an inverted position into an outer tank, into which a small quantity of water has been placed. Owing to the air in the gasometer, it will remain floating on the water, the basket of carbide suspended several



inches above it. By opening a valve the air is allowed to escape, and the gasometer sinks until the carbide is submerged, when the gas immediately begins to generate and the slight pressure produced gradually raises the gasometer, lifting the carbide out of the water, where it is suspended until the gas is used.

#### A New Device for Experiments in Specific Gravity.

Designed by the Franklin Educational Company, of Boston, for use in schools.)

The convenient apparatus advertised as "Support and Pans for Franklin Trip Scales" is designed to facilitate experiments in specific gravity. By the old method of using a string across the scale pan there was much inconvenience



and considerable uncertainty regarding the result. By the use of this device the character of the Trip Scale is changed to that of an analytical balance, and the load suspended below the bearings instead of being carried over them. With this device it is impossible to meet with the uncertain results that would come from the slipping of the string to either side of the center of the pans or the change of the weights in the same way. Can be used with all Franklin scales. Price, \$2.00.

Hinds & Noble have on the press their new alphabetical catalogue for '97-'98 of the school books of all publishers. They propose to send a copy of this catalogue early in August to every teacher in the United States, and wish to be informed by any teacher who may happen not to receive one.

The H. E. Holt Normal Institute of Vocal Harmony has had the most successful term in its history, graduating a class of 24.

From twenty to thirty new books have been added to the University Tutorial Series during the year. A new volume in this series will be the third revised edition of Mackenzie's Ethics, a copyright edition, produced in this country.

N. L. Wilson, of Boston, has made additions to his stock of minerals, rocks, fossils, corals, sponges, and shells. Material for science teaching, collections for museums, schools and colleges may be had in large or small quantities.

## Books Under Way.

### American Book Company.

Gems of School Song, by Carl Betz, director of music in the public schools of Kansas City, Mo.

History of Japan, by R. Van Bergen.

School Reading by Grades, by James Baldwin, Ph.D. This series is designed to cover eight grades and will be bound in eight parts or volumes for graded schools and in five parts or volumes for country or ungraded schools.

Around the World in Myth and Song, by Florence Holbrook, principal of Forestville school, Chicago.

Ward's Graded Course in Penmanship and Spelling. Small sizes Nos. 1 to 6. Large sizes Nos. 1 to 6.

The Natural Advanced Geography, by Jacques W. Redway, F. R. G. S., will complete the series of which the Natural Elementary Geography is the first volume. The advanced book is based on new and thoroughly sound ideas of teaching and like the introductory book will present important novel features which it is believed will commend themselves to all thoughtful educators.

The following additions will soon be made to the popular and successful series of Eclectic School Readings: Story of Aeneas; Story of Caesar, both by M. Clarke.

A Manual of Physics, by Leroy C. Cooley, Ph. D., professor of physics and chemistry, Vassar college.

Astronomy, by David Todd, professor of astronomy in Amherst college.

A German Grammar, by A. H. Edgren, professor in the University of Nebraska.

Lessing's Minna Von Barnhelm. Edited by M. B. Lambert, instructor in German, Boys' High school, Brooklyn, N. Y. Latest addition to the well-known series of Modern German Texts which have become so popular.

Latin Prose Composition, by C. C. Dodge, instructor in Salem, Mass., high school, and H. A. Tuttle, instructor in Brooklyn Polytechnic institute.

Greek Prose Composition, by H. C. Pierson, instructor in Shadyside academy, Pittsburg, Pa.

Xenophon's Cyropaedia, by C. W. Gleason, A.M., master in the Roxbury Latin school.

Mental Arithmetic, by William J. Milne, Ph.D., president of the New York State normal college, Albany.

American Comprehensive Arithmetic, by M. A. Bailey, A.M., professor of mathematics in the Kansas State normal school.

Geographical Nature Study, by Frank Owen Payne, A.M., principal of the public school, Glen Cove, N. Y.

History of the United States, by John Bach McMaster, professor of history in the University of Pennsylvania.

The first three volumes of School Reading by Grades by James Baldwin, editor of Harper's Readers, and author of Old Greek Stories, Old Stories of the East, The Book Lover, etc., etc.

This notable series has been prepared on a new plan. It is fully up-to-date and thoroughly in accord with the latest and most approved ideas of instruction. Complete in eight books, it provides a separate book for each grade below the high school.

Lincoln Literary Collection, by J. P. McCaskey, editor of the Pennsylvania School Journal. Designed for the school-room and family circle. It contains more than six hundred favorite selections in prose and poetry, suitable for Arbor day, Decoration day, and other special occasions.

Mental Arithmetic, by Dr. William J. Milne, president of the New York State Normal College, Albany, N. Y., and author of Milne's Mathematical Series of Text-Books.

Natural Advanced Geography by Jacques W. Redway, F. R. G. S., the higher book of the series of which Natural Elementary Geography is the initial volume.

A new series of copy-books (vertical style) is under way. The author is Professor C. C. Curtiss, for twenty-four years principal of the Curtiss Commercial schools, of Minneapolis and St. Paul. The series will be complete in six numbers.

The preparation of a History of the United States, by John Bach McMaster, professor of history in the University of Pennsylvania is rapidly advancing. The treatment of the subject in this book is entirely new in a school history.

Geographical Nature Study, by Frank Owen Payne, principal of the public schools, Glen Cove, N. Y. An elementary text-book designed to precede the regular series of school geographies.

Stories of New Jersey, by Frank R. Stockton, Stories of Georgia, by Joel Chandler Harris, and Stories of Missouri, by J. R. Musick, are to be followed by Stories of Ohio, by William Dean Howells, and Stories of Indiana, by Maurice Thompson.

Ward's Graded Course in Penmanship and Spelling will be issued in two sizes, small numbers 1 to 6, and large numbers 1 to 6.

Dana's Text-Book of Geology, a complete and thorough revision of this standard work for high schools, academies, and colleges.

Astronomy for Beginners, by David E. Todd, professor of astronomy, and director of the Observatory, Amherst college. This elementary book for the use of high schools, covers all the work in this branch required by the Board of Regents of the state of New York.

Cooley's Student's Manual of Physics, for the study room and laboratory by Leroy C. Cooley, professor of physics and chemistry in Vassar college.

Greek Prose Composition, by H. C. Pierson, instructor in Shadyside Academy, Pittsburg, Pa.

Xenophon's Cyropaedia, by C. W. Gleason, master in the Roxbury Latin school.

### Ginn & Co.

Beman & Smith's Higher Arithmetic.

Blaisdell's Practical Physiology.

Collar's Caesar, Book II. (School Classic Series.)

Dowden's Wordsworth (Athenaeum Press Series)

Freese's Historic Houses and Spots.

Morte D'Arthur (Athenaeum Press Series.)

Burke's Speech on the Conciliation with America (Athenaeum Press Series.)

Cicero's Letters (College Latin Series.)

Morley's Flowers and their Friends.

Perrin & Seymour's School Odyssey.

Tompkins' Science of Discourse.

Williams' Revised Chemistry.  
Crow's Maldon and Brunanburh, Vol. IV. (In the Library of Anglo-Saxon Poetry.)

#### D. C. Heath & Co.

From September to June with Nature. A reader for first-year pupils. By Minetta L. Warren, of Detroit. Profusely illustrated. Boards.

Experimental and Practical Physiology. By B. P. Colton, professor in the Illinois State normal university. A practical guide for the laboratory study of physiology in high schools, academies, normal schools, and colleges. Illustrated. Cloth.

The Herbartian Psychology Applied to Education. In the series of essays on Practical Pedagogics. By John Adams, principal of the Aberdeen free training school. A fresh and timely presentation of the essentials of good teaching with side lights from the Herbartian psychology. Heath's Pedagogical Library, Vol. XXXI.

English Composition for College Classes. By Henry G. Pearson, instructor in English in the Massachusetts Institute of Technology. With introduction, by Arlo Bates, professor of English literature in the Massachusetts Institute of Technology. Cloth.

The following volumes will be added in August to the series of Heath's English classics.

Coleridge's Ancient Mariner. Edited with notes and introduction, by A. J. George.

DeQuincey's Flight of a Tartar Tribe. Edited by Prof. George A. Wauchope, of the State University of Iowa.

Tennyson's Enoch Arden, Locksley Hall, and Locksley Hall Sixty Years After. Edited with notes and introduction, by Professor Calvin S. Brown, of Vanderbilt university.

Milton's Paradise Lost, Books 1 and 2, with selections from the later books. Edited by Mr. A. P. Walker, instructor in the Boston English high school.

The Tempest and Cymbeline in the Arden Shakespeare Series. Heath's Modern Language Series will be enriched during August by the addition of—

Voltaire's Prose. Selections with introduction and notes by Prof. Cohn and Dr. Woodward, of Columbia university.

Goethe's Faust, Part 2. Critically edited by Prof. Calvin Thomas, of Columbia university.

Moser's Der Bibliothekar. With introduction and notes, by Prof. B. W. Wells, of the University of the South.

Davies' Elementary Scientific French Reader. By Pauline Mariotte-Davies, of Perdue university.

Chateaubriand's Atala. With introduction and notes, by Prof. Kuhns, of Wesleyan university.

Spyri's Moni der Geissbub. Boards.

#### Houghton, Mifflin & Co.

##### Riverside Literature Series:

No. 113. Poems from the Writings of Ralph Waldo Emerson. Edited by George H. Browne, of the Browne & Nichols school, Cambridge, Mass. With introduction and notes. Paper, 15 cents.

No. 114. Old Greek Folk Stories Told Anew, by Christopher Pearse Cranch. Students' Edition. Crown 8vo., \$1.00 net.

#### Maynard, Merrill & Co.

Buchanan and Minckwitz's selections from Viri Romæ and Cornelius Nepos—

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Nos. 192, 193 and 194 in the English Classic Series.

English and American Sonnets.

Emerson's Self-Reliance.

Emerson's Compensation. With introductions, critical opinions, and explanatory notes. Price 12 cents each.

#### The Macmillan Company.

Elementary Economics, by H. J. Davenport.

Hall and Knight's Algebra for Colleges and Schools. Revised and enlarged for the use of American schools by F. L. Sevenoak, A. M. \$1.10.

French Grammar, by J. F. Magnenat, instructor in French in the University of Texas.

#### Harper & Brothers.

The Elements of Geometry. Abridged edition. By Andrew W. Phillips, and Irving Fisher, professors in Yale university.

#### J. B. Lippincott Co.

Topical History of the United States, by Charles Morris.

#### Silver, Burdett & Co.

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The Child's First Studies in Music: Songs. By Samuel W. Cole.

The Silver Series of English Classics; Webster's First Oration on Bunker Hill Monument; Macaulay's essay on Milton; De Quincey's The Flight of a Tartar Tribe; Southey's Life of Nelson; Coleridge's Rime of the Ancient Mariner; Addison's Sir Roger de Coverley Papers; Macaulay's Essay on Addison. (7 vols.) Edited by Alexander S. Twombly.

Burke's Speech on Conciliation with the American Colonies. Edited by Francis R. Lane.

Shakespeare's Macbeth. Edited by Fred. Lewis Pattee. Other volumes in preparation.

Stepping Stones to Literature: Book II. A Second Reader; Book III. A Third Reader; Book IV. A Fourth Reader. By Sarah Louisa Arnold, supervisor of schools, Boston, and Charles B. Gilbert, supt. of schools, Newark, N. J.

Reading Courses in American Literature, by Prof. Fred Lewis Pattee, State college, Pa.

Elements of Constructive Geometry. Inductively presented. By William Noetting, A. M., C. E., State normal school, Bloomsburg, Pa.

The Plant Baby and Its Friends, by Kate L. Brown

#### Lee & Shepard.

Stories of the American Revolution. By Everett T. Tomlinson. Illustrated.

On Plymouth Rock. By Col. Samuel Adams Drake, author of Watch Fires of '76, Decisive Events in American History, 4 vols. Our Colonial Homes, etc., etc.

Picturesque Geographical Reader Book Sixth—Modern Europe. By Charles F. King, author of Methods and Aids in Geography, Home and School, This Continent of Ours, Land We Live In, etc.

#### Hinds & Noble.

Likes and Opposites. Hinds & Noble's new Complete Synonyms and their Opposites. 50 cents. In preparation.

Letter Writing. Hinds & Noble's new handy rules for correct correspondence. 75 cents. In preparation.

Punctuation. Hinds & Noble's new manual. Paper, 25 cents.

Interlinear Translation of Cornelius Nepos.

Interlinear Translation of Sallust's Catiline and the Jugurthine War.

#### Henry Holt & Co.

Seven of Sainte-Beuve's Causeries du Lundi. In one volume. Edited by Prof. G. M. Harper, of Princeton.

Rambeau Passy's Chrestomathie Française.

Morceaux Choises de Prose et de Poésie, avec Pronunciation Figuree, a l'Usage des Etrangers.

Goethe's Herman und Dorothea. New edition. Edited by Prof. Calvin Thomas.

Riehl's Der Fluch der Schönheit, edited by the late Prof. F. L. Kendall.

#### A. S. Barnes & Co.

Legends of the Rhine. (Third Edition.) By H. A. Guerber.

#### Werner School Book Company.

The History and Civil Government of Iowa. By Prof. H. H. Seerley and L. W. Parish.

#### A. Lovell & Co.

Graphic Vertical Penmanship Series: Book No. 6.

Graphic Vertical Penmanship Tracing Book.

#### The Practical Text-Book Company.

A Key to the New Practical Arithmetic.

Letter Writing.

#### Western Publishing House.

Pollard's Advanced Speller.

Walden, or, Life in the Woods. By Henry David Thoreau. Students' edition. Crown 8vo., \$1.00, net.

112. Virgil's Æneid, Books I.-III. Translated by Christopher Pearse Cranch.

113. A Selection from the Poems of Ralph Waldo Emerson. Edited by George H. Browne.

114. Old Greek Folk Stories. Told Anew by Josephine Preston Peabody.

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116. Shakespeare's Hamlet. Edited by Richard Grant White, and furnished with additional notes, by Helen Gray Cone.

117. Stories from The Arabian Nights. Part I.

Also bound in linen: Double number, paper, 30 cents; linen, 40 cents.

Poems and Essays. By Ralph Waldo Emerson. With copious notes and an introduction to the poems, by George H. Browne; a biographical introduction to the essays, and a portrait and view of Emerson's home. 254 pp., 60 cents.

This selection from Emerson's poetical writings, and from his great body of essays, gives the young reader an introduction to one of the great modern masters of English. Probably no one American writer has been such an inspiration and guide to thoughtful minds.

#### Eldredge & Brother.

The Civil Government of Wisconsin. By James Alva Wilgus.

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#### R. L. Myers & Co.

Grammar School Algebra, by Fletcher Durell, Ph. D., and E. R. Robbins, A. B., mathematical masters, the Lawrenceville school, Lawrenceville, N. J.

School Algebra, by Fletcher Durell, Ph. D., and E. R. Robbins, A. B. School Algebra Complete, by Fletcher Durell, Ph. D., and E. R. Robbins.

#### Ainsworth Company.

Selections from Plato. From the Taylor translation, with an introduction and notes, by H. T. Nightingale.

Spachuhngen und Aufsätze.



## School Law.

### Recent Legal Decisions.

Digests by R. D. Fisher.

#### School Teachers.

##### AUTHORITY OF BOARD OF EDUCATION TO REVOKE THE APPOINTMENT OF TEACHERS.

A teacher in Lafayette, Indiana, who had been engaged by the board for a term of ten months, was notified that her appointment was revoked, and that her services would no longer be required. No cause being assigned for this action, the teacher, who held a license to teach in the common schools of the city, signified her intention to take charge of her room and perform her duties. She was told that a teacher had been employed to fill her place, and it was alleged that the contract was subject to the rules and regulations of the city schools and the laws of the state; that the appointment was for a definite time, but was subject to revocation by the board upon two weeks' notice. The teacher obtained damages to the amount of \$500, a sum equal to her salary for the year.

School City of Lafayette *vs.* Bloom., Ind. App. C. May 28, 1897.

##### REMOVAL OF SCHOOL COMMISSIONERS AND POWER OF MAYOR.

The summary removal of Baltimore school commissioners by the mayor is not authorized by the law which provides that all the city offices are held at the mayor's pleasure, unless otherwise provided by law or ordinance. School commissioners do not come under this law. The fact that the ordinance prescribes that they shall be appointed biennially (or as other city officers) does not bring them within such power of removal, because this provision does not affect a term which is fixed. Hooper, Mayor, et al. *vs.* Farmer et al. Md. Court of App., May 8, 1897.

##### APPOINTMENT OF TREASURER AND POWER OF BOARD OF EDUCATION STATUTES.

In a case where the township treasurer of schools was appointed by the trustees of the school as the keeper and custodian of all moneys raised and collected for school purposes, the privilege of appointing a treasurer was not retained by a newly elected board.

People Ex rel Burdick Supt. *vs.* Board Education, City of Centralia, Illinois S. C., May 5, 1897.

##### SCHOOL DISTRICTS AND POWER OF COUNTY SUPERINTENDENTS.

A county superintendent in Nebraska created a new school district. An appeal was taken from the order establishing it, but it was decided that a superintendent has the right to divide any county or part of a county, not already so divided, into as many school districts as he thinks best. It was also decided that the power of the superintendent is not in any way dependent upon the desires of the residents of the district nor is a prior notice of the proposed action necessary.

Bay State, etc. Co. *vs.* Bing et al, Neb. S. C., May 18, 1897.

##### SCHOOL BOARD, REGULAR MEETINGS, RIGHT TO UNSEAT ABSENT MEMBERS.

Where a board has no standing regulations as to the time for holding meetings, every successive meeting from the first meeting for organization, held by adjournment to a certain time and place, is a regular meeting. (See Acts April 11, 1862, P. L. 471.)

The absence of a director from two such meetings in succession, unless he be sick or out of the district, authorizes the board to declare his seat vacant and to appoint another in his place. (See Act. May 8, 1834; P. L. 618.)

Keating et al *vs.* Jordan et al., Pa. S. C., May 3, 1897.

##### TOWNSHIP TRUSTEE, POWER TO BIND TOWNSHIP, ENFORCEABLE CLAIM.

A township trustee cannot bind the township by any acts of his in excess of his stipulated powers and persons dealing

with a trustee are chargeable with notice of limited extent of his power.

In case a trustee who has embezzled the township funds promises that he will repay the loan next day if a bank will advance money for the pay of teachers, the township is not bound by his promise, even though he actually uses the money so advanced to pay the township debt to such teachers.

In case an attempt is made to force a township to pay back money loaned to the township trustee for the payment of township indebtedness, if the money has been used for this purpose but for the repayment to the lender no enforceable promise has been given, it is imperative that need for borrowing the money and applying it to the payment of such debts be shown.

Clinton School Twp. *vs.* Leban Nat'l Bank. Ind. App. Ct. May 29, 1897.

#### School Bonds—Limitation of Indebtedness.

##### SCHOOL DISTRICT, COMPUTATION OF INDEBTEDNESS, BONDS AUTHORIZED BY VOTE.

Bonds issued by a school district, though authorized by vote of the district, are to be included, the indebtedness of the district to determine whether this indebtedness exceeds 1½ per cent. of the taxable property. This is the limit of legal indebtedness which may be incurred without a three-fifths vote of the electors authorizing it, unless it is shown that the intention was to authorize an increase of the indebtedness of the district beyond such limit.

Stanley *vs.* McGeorge et al., School Directors Wash. S. C., April 10, 1897.

#### Religious Instruction Prohibited.

St. Cloud, Minn.—Ever since the organization of common school district, No. 60, Stearns county, it has been the custom of the teachers, without objection on the part of the patrons of the school, to open and close the sessions with devotional exercises peculiar to the Catholic religion. At the opening of the school on the twelfth of last January, several of the patrons objected to these exercises. Thereupon a majority of the voters of the district petitioned the trustees to allow the school-house to be used for divine worship and for instruction in religion, this not to interfere with the use of the building for school purposes.

The exercises held were as follows: A few minutes before nine in the morning, the pupils were called together in the school-room, required to stand and repeat the Lord's prayer and a "Hail Mary." Then without any intermission the school work was begun. At twelve o'clock, without any dismissal of school, the same prayers were repeated. In the afternoon similar exercises were conducted. No pupil was required to be present during these religious exercises, but if present he must stand, though he was not compelled to take part. It was admitted that the exercises were in accordance with the peculiar tenets and beliefs of the Roman Catholic church.

The question was tried in the district court, and the plaintiff, Oliver Rasnick, gained the case. In the words of the judges, "he is entitled to the relief demanded in the complaint, restraining the school board from permitting, and the teacher from conducting, the religious exercises complained of, or any exercises whatever of a similar character." The "findings" are quite long, giving the history of the formation of the school district, its officers, the manner of support, and the teachers. Careful comparison is made with a similar case tried in Wisconsin, and after careful study the judges decided that the religious exercises were not in accordance with the constitution of Minnesota, their conclusions being summarized somewhat as follows: These religious exercises are prohibited by the constitution because they violate the rights of conscience. Such exercises constitute "worship," making the school-room a "place of worship," so that the plaintiff has been compelled to "aid in the support of a place of worship, against his consent," which is expressly prohibited by the constitution. The money appropriated and used for the support of a common school has been taken for the "support of" schools wherein distinctive doctrines, creeds, and tenets of a particular Christian and religious sect are promulgated and taught," contrary to that constitution. The decision is a very important one for Minnesota, as it settles the question of the giving of religious instruction in the public schools.

## Letters.

### As to "Vertical *vs.* Roundhand Script."

An article in *The Journal* of July 24, condemning vertical writing, should not, it seems to me, be allowed to pass without a protest. The article is unfair and misleading throughout, and therefore likely to do mischief.

Vertical writing, in its distinctive features, is commended by the highest pedagogical authority in the country and abroad. Fair-minded critics acknowledge that it possesses many points of superiority over the slant systems. The new system, therefore, cannot be ruled out of court upon arguments from prejudice and inexperience, even though presented by a passed master of the "writing fraternity;" but its efficiency can be measurably injured by such arguments, and hence the need of protest.

In the first place, the title of the article is a misnomer, for to speak of "Vertical *versus* Round-Hand-script" is about like arguing for circles and straight lines *versus* straight lines and circles. Vertical writing, properly understood and practiced, is round hand, and nothing else, and from this fact arise its minor merits of ease, grace and flexibility. Our "member of the writing fraternity" would lead his readers (perhaps innocently) to suppose that vertical writing is identical with the "angular" writing some time since popular with boarding school misses.

Again, our critic tells us, "A system of writing that has no broader basis to rest upon than that it produces writing 'easy to be read,' makes a machine of the pupil, subverts the teacher's convenience, and not the pupil's best interest." What other or broader basis he has in mind it is difficult to conjecture, for in sound sense and common utility there can be no better basis or higher interest than to produce writing that is "easy to be read." He is doubtless shedding a few tears for the departure of those sweeping curves, loops, and fine flourishes, which, with straight lines at varying angles too often form a confusion that threatens myopia, or nervous prostration. The one paramount merit of good writing is easy reading. Any moral or æsthetic discipline derivable from the process of writing is a remote and unnecessary consideration. This is the kind of affection that a few bookish people have for William Morris' black letter printing in preference to clear, modern type. Any beauty that a mere instrument of communication can possess must be included within, and subordinate to, its functional purpose.

One other misconception must be noted: If Col. Parker has never seen pupils writing by the vertical system "without a constrained, unnatural action of the hand," and if he means to imply that pupils write by the old system without this constraint, then the statement merely shows that his observation has been careless or limited, and does not warrant him in generalizing. Other eminent educators have been known to condemn new methods upon insufficient evidence, being unable to surmount the obstacle of a pre-conceived notion. The simple fact is, as any live primary teacher knows, that young pupils will twist their fingers into unrecognizable shapes, in using any system of writing,

as naturally as if they had been born to pervert the rules of penmanship—a tendency that can be corrected only by the inexhaustible patience of the teacher.

Unnecessary confusion is added to the discussion of this matter by the hackneyed talk about "natural movements," the truth being that none of the movements are "natural." Unquestionably the most nearly natural movement is the condemned finger movement, and our critic's "natural arm movement" is the most difficult to acquire, and therefore thoroughly artificial, and one that is mastered only by a few professional penmen and accountants. The practical method followed by the vast majority, young and old (and followed naturally enough), is a compromise method by which an easy use of the hand, wrist, and arm is acquired.

Writing is a subject for "correlation;" if a pupil can be taught to use a crayon, or a lead-pencil, or a slate-pencil correctly, he can be taught to use his pen correctly by any "system."

The advocates of vertical writing claim for it superiority in respect to legibility, rational simplicity, and ease of acquirement. The first two points are generally admitted; the third will readily be admitted by any one who watches carefully the two systems in operation, side by side, for a considerable period of time, as the present writer has done. There remains but one point about which there can be any legitimate question; the rapidity that may readily be acquired with vertical writing is yet to be determined by a wide experience. But this point is of little importance at best; for no writer should have the right to gain rapidity at the expense of the time and patience of the reader.

J. W. Abernethy.

Berkeley Institute, Brooklyn, Aug. 3, 1897.

### Fire Escape Drill.

The practicing of the pupils in the fire drill, in order to prevent accidents from the alarm of fire, is by many regarded as a most important part of school training. In the schools of Vienna the fire escape drill is executed in three different ways. In the case of a fire in the neighborhood (signal No. 1) the pupils place their books in their satchels, put on their outer garments, and leave the class-room in groups of four. If the danger is imminent (signal No. 2) the books are left, the outer garments rapidly put on, and the room is vacated. In case of extreme peril (signal No. 3) the books and clothing are left, and the exit is made immediately in groups.

In the fire drill at Hamilton, Ont., arrangements are also made for each class to keep its own side of the stairway and move on independently of other classes preceding or following. In this school 600 pupils have vacated their class-room in less than two minutes.

The fire drill is not only an effective safeguard against the danger of panics, but is also a good gymnastic exercise.

### In Alaska's Territory.

Last January, a treaty was made by our government with Great Britain, providing that commissioners he appointed to trace whatever part of the 141st meridian is necessary for defining the limits of the district ceded to the United States by Russia. It was decided that Mt. St. Elias should be taken as a starting point, the boundary line to be traced northward from this. The summit of the mountain has never yet been reached. Its height is 19,500 feet, and some years ago Lieutenant Schwatka climbed to within 7,500 feet of the top. An attempt will be made this year to reach the summit.



## The School Journal.

NEW YORK &amp; CHICAGO.

WEEK ENDING AUGUST 14, 1897.

The most difficult problem in teaching is the development of the moral insight of pupils. The principal reason for this is that the teacher has no fixed frame work of principles as he has in arithmetic, for instance, or in geography and grammar. In order to teach ethics effectively the educator ought to know ethical principles, should possess the ability to apply them to life problems, and must have a deep sympathy with the learner—a sympathetic desire that his conduct should be ethical.

Christ used common things to teach great lessons. The lily grew wild in the fields and had been observed and plucked by thousands without teaching them the lesson its beauty taught him and which he in time taught his disciples. How many texts are suggested to the teacher in the school-room every day, which properly employed might be made to aid the ethical growth of character! Does he see his opportunities? Does he find at least one ethical lesson a day? Or does he daily climb Sinai and know it not?

The number of letters asking for plans of school buildings and advice as to systems of heating and ventilating is constantly increasing. Usually these can be readily answered, as *The School Journal* has many such plans on hand. But sometimes it is extremely difficult to secure the desired material. Hereafter requests of this kind will be printed in these columns. It may be that some of our readers will help us out with plans and suggestions.

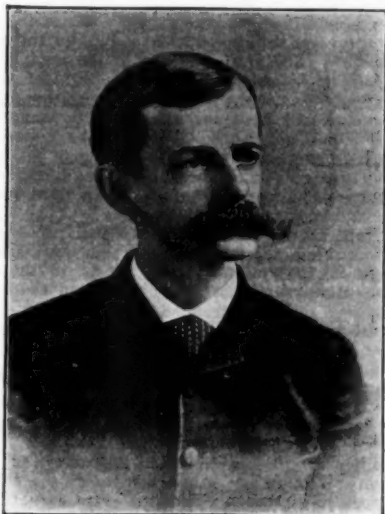
The secretary of the school board of Reade Township, Pa., writes:

We are going to build a township high school-house and want the latest and best plan for heating, lighting, and ventilating it. The size of the building will be 40 x 50 feet, to cost from \$2,000 to \$2,500. We want to start to build as soon as possible. If you will aid us to secure the plans we shall be much obliged to you.

August 4, 1897.

J. S. McCartney, Mountindale, Pa.

Prin. Anson B. Guilford, of public school No. 7, Jersey City, died in Paris, France, last Tuesday, Aug. 10. The body will be sent home for interment. For several years Mr. Guilford has been a valued contributor to *The School Journal* and *Teach-*



ANSON B. GUILFORD.

ers Institute, and his school was regarded as one of the best in Jersey City. He was born in Massachusetts forty-five years ago, educated in the public schools, and graduated from the State normal school. He left this country on June 30, intending to take a bicycle tour through Europe. Mrs. Guilford and her three daughters are at Martha's Vineyard.

## Editorial Letter.

### Chamounix.

My expectations were more than met by Chamounix. I had read of the "sweet vale of Chamounix," a long, long time ago, and had had time to imagine a valley with houses, green fields, and high hills, but found things very different. We took a two-horse carriage at Martigny, and slowly ascended to a height of to 5,000 feet, requiring about six hours; then came dinner at Trient, a single inn situated in a wild and solitary place. Soon we passed a tunnel and began to descend; the road is well built, being in French territory, and the French are noted for their good roads. We came in sight of Mt. Blanc, the king of European mountains; his head is wreathed in deep snows; other mountains are near by, almost equal in height, and covered with snow. At last we enter the valley; it is narrow, about half a mile wide, and covered with green grass.

I found here a Swiss about 35 years of age, the porter in the hotel (and this means, as all travelers know, a very intelligent man), who had been to America, to Colorado, and California, and had spent two years in New York, and yet preferred his own country. I am aware that any American would pity this man, and consider him foolish. Why did he not stay and make some money? "I can make all I want here," was his reply. We must come to the conclusion that our much vaunted America does not present to the Italians and to the Swiss charms equal to those which their own country possesses. They cannot make so much money, but they do not have so many ways to spend it. It would make the ears of Americans tingle to hear the criticisms passed on American ideals. One meets with English and Germans who have traveled in America and "sized us up." An English gentleman, who resides in India, but who has traveled extensively, and is extremely liberal in his views, while pointing out the good things in America, remarked: "You make the almighty dollar the chief end; and your present trouble is, that when you have got it, you find that it does not bring you everything."

The remarkable feature about Chamounix is, that two great frozen streams project into the valley. Conceive of two streams of water, twenty or thirty feet deep, rushing down the mountain-side in gorges; conceive of these as suddenly frozen ages ago, and standing still instead of moving, and you have an idea of the two glaciers that project themselves into this beautiful valley. The valley-end of these glaciers melts as the summer comes on, and a river is formed; the ice behind pushes forward, and so a slow motion is set up. The top of one of the glaciers is quite smooth for walking on; the other is composed of vast blocks of ice, some as large as an ordinary church.

### GENEVA.

A few days only could be allowed to Chamounix. Large coaches run to and from Cluses; thus visitors come to the village. We mounted one of these and followed the Arve, the river made by the melting of the glaciers. The road is well built, and of easy descent; in three hours we were in a very fertile and beautiful valley; the railway was taken at Cluses, and in two hours more we were in Geneva. We selected the pension of Madame Richardet, 8 Rue Mt. Blanc, but there are numerous pensions and hotels here.

Geneva is a city of about 80,000 inhabitants, situated on both sides of the Rhone river, where this issues from Lake Lemman; in fact, Lake Lemman may be conceived of as merely an expansion of the Rhone. At Geneva the waters are beautifully green, and they run rapidly under the six bridges that connect the two parts of the town. One is favorably disposed at once toward the Genevese. Ruskin says "they are pious, learned, and busy to a man, to a woman, to a boy, to a girl;" he declares it is "the most lovely spot, and the most notable, without any dispute of the European universe." Bearing these words in mind, we go out into the street favorably inclined.

It is claimed that Lemmanus, a son of Paris, settled here after the fall of Troy; whence the name of the lake. Julius Cæsar referred to the city 2,000 years ago; here he fought the Helvetii. After the fall of Rome the Burgundians conquered it

and held it until the thirteenth century; then Savoy got possession, and now the citizens obtained privileges, which they increased until it became a free city.

Two names are intimately connected with Geneva, Calvin and Rousseau; some might add Voltaire. It must be borne in mind that Geneva was for a long time the intellectual center of Europe. Jean-Jacques Rousseau was born here in 1712; he found there was a privileged class consisting of the old families, who had held the offices, and who monopolized the business. His "Emile" and "The Social Contract" roused such a state of jealousy and ill feeling in the bourgeois (the common class) that discussions arose, ensuing in bloody contests. The magistrates, in 1763, ordered the books just named to be burned by the hangman, as being scandalous and detrimental to the Christian religion. Rousseau was a bold thinker. It is believed that Pestalozzi obtained his pedagogical insight from Rousseau. Calvin was a man of another type. He appeared here in 1536, as a refugee from Paris; the Reformation had already set in, and he became an expounder of a rigid ecclesiastical system, which held complete sway. He is described as a speaker of wonderful powers, as a close and logical reasoner, as intolerant and tyrannical; as a firm friend of public education, giving the city a reputation as a seat of learning, which it has maintained ever since.

No one can rightly understand Switzerland who does not regard it as the playground of Europe. It is for the rest of Europe what the Adirondacks, the Catskills, the White Mountains, Florida, and the sea coast are to the United States. When July begins the people pour in from England, France, Germany, Russia, etc. Switzerland is full of boarding-houses, called here hotels or pensions; the former differs from ours, in having no "bar;" the latter resemble the usual American boarding-house; in both wine is on the dinner table, costing 30 cents a bottle for the cheapest; this is usually diluted one-half with water; each guest furnishes his own wine, but in some cases it is included. "Dinner, 2½ francs, wine included," is a common sign in the restaurants.

The elevation of Geneva, and of course Lake Leman, is about 1,000 feet, so that, though it may be warm in the daytime, it is certain to be cool at night. Then other altitudes can easily be reached, so that Switzerland furnishes the rest of Europe just what it needs in the summer; and not only in summer, either; in winter, the Norwegians, Swedes, and Russians come into these sheltered valleys, which are so much warmer than those in their own land.

To mention the names of a few of the villages that exist at the east end of this lake is to name the most delightful places in the world: Montreux, Vernex, Vevey, Lausanne, Clarens, (this is the village immortalized by Rousseau), the Castle of Chillon (immortalized by Byron). What gently sloping hills! What a noble background of mountains! So well sheltered in winter are these lovely villages that they are selected by physicians for those afflicted with bronchitis and consumption; so that Switzerland exists to minister to the health, comfort, and enjoyment of the rest of Europe, and in this way she herself is handsomely supported.

Geneva is a great educational center; many boarding-schools are to be found here, where children and youth of all nationalities are sent for training and instruction; not that the Swiss are better teachers, but the climate is fine, the French language is spoken, and the charges are most moderate; for instance, lectures in the university are 20 cents each; for the year, \$16; here are departments of law, science, theology, medicine, etc. A course of five popular lectures is given every night during the winter. The tourist marks the gathering of children from 8 to 9 in the morning; the very young are led by mothers or nurses. The elementary schools are free and obligatory up to the age of 15; during school hours a boy is difficult to find in the streets. The result is, that the people of the city are remarkably intelligent; have the appearance of thrift and prosperity. There are no beggars, as in southern Italy. The great industry is watch-making; there is a school for that, and the course lasts five years.

I note that of fifty principal towns, Geneva has the lowest death rate—14. New York's rate is 26, nearly twice as great.

A. M. K.

## Relief for Poor School Board Districts in England.

[Special Correspondence.]

We have recently seen what the English government has done for the "Voluntary" schools of the country and their proposals were analyzed in a recent number of *The School Journal*. One of the greatest reasons for obstruction to that measure was the fact that the board schools were left severely alone: it was contended that many school board schools were equally as necessitous as the poorest voluntary schools, and therefore required extra state assistance. But as a matter of fact there is no limit to the income of a board school, that is to say, the rates may be increased according to the wants of the schools. In poor districts, however, the incidence of the school rate presses very heavily and the members of the board are often elected solely with a view to curtailing the expenditure on the schools, and thus schools and scholars suffer. The education Act of 1870 endeavored to meet this difficulty by its 97th clause which provided for a special grant to school boards as follows:

"Where the school board satisfy the education department that in any year ending the 29th of September the sum required for the purpose of the annual expenses of the school board of any school district, and actually paid to the treasurer of such board by the rating authority, amounts to a sum which would have been raised by a rate of three pence on the pound on the rateable value of such district, and any such rate would have produced less than twenty pounds, or less than seven shillings and sixpence per child of the number of children in average attendance at the public elementary schools provided by such school board, such school board shall be entitled, in addition to the annual parliamentary grant in aid of the public elementary schools provided by them to such further sums out of moneys provided by parliament as when added to the sum actually so paid by the rating authority would, as the case may be, make up the sum of twenty pounds, or the sum of seven shillings and sixpence for each such child."

The phraseology of this clause is not very clear and it is no wonder that many school boards entitled to relief worked on in total ignorance of this provision until the great education debates of last year brought the subject vividly to the front. The effect was to raise the number of school boards applying for the special grant from 130 to 430. But, even so, the relief was not appreciable.

The government having now got their "Voluntary School Act" successfully passed into law have redeemed their oft-repeated promises by introducing a measure dealing with poor school boards. On the 9th of April the bill was introduced into the House of Commons, and it was at once seen that the proposals were not of the same liberal character as that meted out to voluntary schools. The bill is a short one and extends and increases the aid set forth in the clause of the original act of 1870, quoted above, by the introduction of a sliding scale. The cardinal clause of the new bill runs thus: "Section 97 of the Elementary Education Act, 1870, shall have effect as if the sum of seven shillings and sixpence therein mentioned were increased by the sum of fourpence for every complete penny by which the school board rate for the year therein mentioned exceeded threepence. Provided that the said sum of seven shillings and sixpence shall not be thereby increased beyond a maximum sum of sixteen shillings and sixpence."

The effect of the bill will be to increase the number of boards receiving relief to 800 and the sum distributed will amount to £153,895 instead of £43,283 as for the current year. The opposition grumble at the children in the board schools receiving one shilling per head to the five shillings awarded to the children of voluntary schools, for so it works out. But there is no doubt that the relief will be accepted and in some of the densely populated districts will be distinctly felt. For instance West Ham, a district just without the boundary of London, thickly populated with working people, meaning large families and many board schools, will get £11,143 instead of £1,320 under the old act.

Altogether from this bill the voluntary school act, the exemption of voluntary schools from rates, and the repeal of the 17 shillings sixpence limit of grant earnable, will necessitate an extra expenditure of one million sterling per annum on education in England and Wales. And this is to be added to the seven millions to be spent this year by the government on the elementary schools, besides the rates and voluntary subscriptions raised locally which total amount four millions. The country has a right to expect a good return for these twelve million pounds sterling.



### A Visit to the Schools of Brookline.

Miss Adelaide V. Finch, principal of the normal training school, at Lewiston, Maine, has written a very interesting account of her visit to the manual training schools of Brookline, Mass., for she says that in the Brookline schools can be found, successfully carried out, the most advanced ideas of instruction advocated by modern educationists.

Brookline is said to be the wealthiest town in the United States, and as the people are correspondingly lavish in their expenditure for the schools, there seems nothing left to be desired which thought and money can procure. Many of the rooms are veritable works of art. In the assembly hall of the Lincoln school a fac-simile, life size, of the frieze of the Parthenon extends around the room. In this same room are also found a life size bas relief of "Minerva Wrestling with the Giants," six statues, and busts of many eminent men.

The walls are tinted a restful buff color, and a giant rubber tree spreads its green leaves at the left of the piano. Here, every morning, assemble all the pupils from the third to the ninth grade who attend the sixteen rooms of the Lincoln school.

#### MANUAL TRAINING.

The boys' manual training department was next visited, and in this building two large rooms are devoted to carpentry. In one was sixteen turning lathes, with an eighth grade boy at each lathe. After donning blue overalls, each boy with his blue-print drawing before him, inserted his woodwork into the lathe, moved the lever, and instantly the great lathes were in motion, while the sixteen boys guided with sure and steady hand the various tools used upon the swiftly revolving wood. This particular room was fitted up at an expense of from \$2,500 to \$3,000, and the eighth grade boys, and boys of the first year in the high school work here once a week. In the next manual training room visited, boys of the fifth, sixth, seventh, and ninth grades work for an hour every week, and learn the use of all bench tools.

A carefully set of graded exercises, embracing both the Sloyd and Russian systems, is used. The fifth grade boys are first taught the use of the various bench tools, and make simple designs in wood-work. Sixth grade boys are taught their first joining, and some fine specimens were seen. Seventh grade boys begin wood-carving and also do fine in-laid work. The ninth grade boys learn quite thoroughly joinery and dove-tailing, largely from the Russian system. Some well made cabinets that would do credit to a professional, were found here.

The expense of fitting up bench-work is about \$300 for twenty-five benches. In this school there is also a complete machine shop. A competent instructor who is a graduate from the Institute of Technology is employed to superintend the work.

#### GIRLS LEARN COOKING AND SEWING.

The girls are not neglected in special instruction, for a visit to the next room revealed a dozen rosy-cheeked maids, picturesque in white caps and aprons, busily engaged in learning one of the finest of arts—that of cooking. A large room, well furnished with range, sink, closets, and all other kitchen paraphernalia, afforded a delightful place in which to work. A graduate of the Boston cooking school superintended this class. In one corner of the room upon a portable black-board was the following recipe, which the girls from the ninth grade were busily engaged in practically applying:

College Pudding.—One cup of butter, one cup of sugar, one and one-half cups of flour, three eggs, and rind of one lemon. Cream the butter, add the sugar, three eggs beaten light, then grated rind and flour. Bake in a quick oven one-half hour. Sauce: Juice of two lemons, rind of one. Scant pint hot water, sugar to taste, thicken with cornstarch.

Around the walls were well framed mottoes, and the two here given are thought to be particularly good:

It should be a woman's office to move in the midst of practical affairs, and to gild them all, the very homeliest, were it even the scouring of pots and kettles, with an atmosphere of lowliness and joy.—Hawthorne.

Who sweeps a room, as for thy laws,  
Makes that and th' action fine.

—Herbert.

Near the kitchen is a fine, large dining-room, with an immaculately laid table. Here the young girls take the parts of servant, host, hostess, and guest. Last Forefathers' Day the same young ladies gave a successful dinner to one hundred guests.

The dining-room is furnished simply but well. A handsome screen, a large picture of the Bodenhausen Madonna, a plant or two and the highly polished floor, added to the "piece de resistance"—the table—could not in themselves fail to be an education to these pupils.

Sewing was in progress in another room, conducted upon a similar plan to that so well carried out by Miss Yetten in our Lewiston schools.

#### THE THREE R'S AND THE OTHER STUDIES.

But the reader must not think that the "three R's" are neglected, for they are not. In fact, they are learned all the more readily, for as the boys and girls become broader by this all-round development, they grow more able to grasp quickly and intelligently the ordinary work of the school-room.

In the first grade room were seen walking about, thoroughly at home, a guinea pig and a rabbit, which the little tots had been watching and studying. In the other grades were seen considerable nature work carried out on a similar plan as that pursued in our training school. Language, drawing, and nature work were rightly correlated. In reading, it was a pleasure to see that good literature was used, and the ordinary school-reader was not manifest. In arithmetic the essentials are taught, but arithmetic is not considered a vital subject, and is not, therefore, given precedence.

Vertical writing has been used throughout the school for two years, and the teachers, without exception, expressed themselves as delighted with it.

#### ONLY ONE SESSION A DAY.

There is but one session a day for all grades. Schools begin at 8.30 and close at 1.30, with the exception of grades 1 and 2, which close at 12.30. At 11.30 is a half hour's recess, at which time those who wish eat a light lunch, and at the end of each hour vigorous gymnastic exercises are given. Teachers and parents, as well as pupils, are pleased with the one session plan, and in the ninth grade visited, the attendance has not been less than 99 per cent. during the entire term.

The Brookline superintendent and his able corps of teachers are to be congratulated upon the successful carrying out of the most advanced ideas of education in the public schools.

#### Meeting of Summer School Students.

Cambridge, Mass.—A general meeting of summer school students was held August 5 in Sever Hall, presided over by Prof. Paul Hanus of the university. The discussion, whose subject was, "The Modern School," was opened by Miss Mabel Vickery, principal of the Chicago Latin school. Miss Vickery considered that there could be no good work done until teachers were willing to study and observe after the manner of naturalists. The great need of children was to be understood, appreciated, and deemed serviceable members of the community. Supt. M. W. Richardson, of Milton, continued the discussion, and papers were also read respectively by Dr. Walter Channing, of Brookline, on "The Beginning of an Education Society," by Mr. Joseph Y. Bergen, of the Boston English high school, on "Intensive Study of Science in the High School," and by Miss Georgia A. Alexander, of Indianapolis, on "History and Its Correlations."

#### A Sub-Primary Experiment.

Evansville, Wis.—Principal H. F. Kling says in his biennial report that as Wisconsin admits to her schools pupils at the age of four years, and who consequently are not sufficiently mature for the regular first year, they may be formed into a class by themselves and given kindergarten instruction or similar work. Most children should remain in this preliminary class until they are nearly six years of age.

#### Waste of Time in Elementary Schools.

Berkeley, Cal.—The president of the board of education, Mr. P. R. Boone, is of the opinion that from two to three years are lost in the primary and grammar grades. This, and other evils, he thinks, can be best remedied by the appointment of a city superintendent who can devote his whole time to the school department.

It is recommended also that the high school course be extended to four years. The demands of the university are such that three years are not sufficient preparation. In order to extend the course of study it should be reconstructed so that the ninth grammar grade will be equivalent to the first year in the high school. A bill, asking for a four years' course for the high schools of the state, will be formulated and presented to the next legislature.

### Make the School the Club House of the People.

Detroit, Mich.—Pres. Pitkin, of the board of education, urges, in his annual report, that assembly rooms in grammar schools be used for lecture courses for parents. The school census of last September shows 78,700 children of school age. Of these 31,107 were enrolled in the public schools, 15,206 attended private schools, and more than 32,000 were not in any school. Not only were the school-houses filled but more than 500 pupils were forced into half-day schools, and over 300 above five years of age could not be admitted at all. Forty-four school-rooms have been added during the year and several buildings have been rented for school purposes, but the demand for room has far exceeded the supply.

The Detroit central high school has been completed this year. Already two thousand pupils have been enrolled, and at the present rate of increase, it will be filled next year, mainly by those who could not otherwise obtain knowledge and mental discipline beyond what is obtained in the grammar school. Although the building cost a large sum of money, experience has already shown that it is not too large. The largely increased extent of the city, and the practical value of the high school, have created a demand for more high schools; and the Eastern and Western high schools, recently established are constantly growing in favor and number of students.

The bill to establish a manual training school in Detroit failed to pass the legislature last winter, but this much-needed adjunct to our educational system will probably soon be added, and the children taught to love useful labor.

The resolution just passed by the board to require a thorough training of kindergarten teachers is a step in the right direction, and will cause a larger and more willing attendance of pupils, and will secure excellent results.

The large audiences that have repeatedly crowded the auditorium of the new central high school to listen to lectures as well as to attend school exercises, indicate the need of a suitable public assembly room in connection with every large school building, where the people, as well as students, may enjoy each winter an instructive course of popular lectures. The outlying districts of the city, where most of the new schools will be located in the future, would be especially benefited if such assembly rooms were provided. Courses of free popular lectures, frequently illustrated with stereopticon views, could then be arranged for. This would bring the people into closer relations with the schools, and create a deeper interest in the subject of education.

### A Course of Civics for Elementary Schools.

It is contended that much of the evil of bad politics, particularly in our large cities, is due to lack of proper political education. No attempt is made to fit young men for the duties of office holding or to give them even a slight knowledge of the practical side of politics. If the boy have the proper example set him at home he may not go far wrong in choosing his political affiliations, but the chances are that he will obtain his first lessons in politics from members of gangs, and grow to believe their methods the only ones. Boys who are the sons of foreigners who can hardly speak the English language usually imbibe their politics from the lowest of ward heelers, with the result that city gangs are being recruited constantly and municipal politics kept under the domination of bad men. It is to remedy these conditions and insure the stability of popular government that the political education of the young is to be undertaken.

Mr. W. A. Giles, of the Civic Federation of Chicago, believes that the groundwork for the proper training of the child can be laid in a course of civic study in the public schools, and suggests the appointment of a committee made up of men experienced in educational matters to prepare a set of suitable text-books for school use. He further suggests the consideration of some plan for the organization of private classes outside the schools for the study of questions relating to our public institutions.

Richard Waterman, Jr., chairman of the civic federation committee on education, says: "There must be some way in which the practical side of politics can be presented and the interest thus sustained. Mere study of the subject from text-books as a part of the regular school curriculum will not thoroughly attain the desired result. There must be something striking in the way of object lessons. We must have something to arouse the spirit of patriotism, foster the love of fair play and honest government and give the boys an education in at least the rudiments of politics."

W. E. Watt, principal of the Graham school, is also giving much thought to this movement. He, too, thinks that there must be a supplementary education outside the school course in civics, on the ground that boys are such restless, energetic beings that they quickly tire of mere study, unless there is connected with it some interesting object lesson. The Woman's Club of Englewood and similar organizations have become interested in the movement and are studying the

subject with a view to being able to assist the Civic Federation's committee with practical suggestions for giving the matter practical form. The French system is being studied with the idea of making it the basis of the proposed course in civics, but the hardest problem seems to be the arrangement of a method for imparting instruction in the practical side of American politics.

### School Affairs in Stockton.

Stockton, Cal.—The question as to what kind of schools the people want in Stockton is pretty clearly indicated in the re-election, by heavy majority, of Directors Woods and Bogne. These gentlemen have been identified with the progressive school movement in Stockton for the past several years. Their administration has recorded many changes for the better in local school affairs. Much material endorsed by tradition rather than by common sense has been eliminated, and the course of study has been fearlessly, if cautiously, modernized. With the erection of the handsome new buildings now under contract, Stockton will be well up in the modern school advance.

Mrs. L. Claire Davis, school director elect, enjoys the double distinction of being the first woman to serve on the school board, and of having received the largest vote polled for any candidate in the recent municipal election. Mrs. Davis is a journalist better known to the reading public in "The Mail's Girl." She is a woman of advanced ideas and most pleasing personality. Her election is a marked endorsement of the progressive school movement in Stockton.

### New Lines of Advancement for Alabama.

State of Alabama.—In his biennial report, State Supt. John O. Turner recommends that in counties where the tax rate does not reach the maximum allowed by the state constitution, such laws be passed as will allow these counties to levy a special school tax; that a uniform system of selecting all school officers should be adopted, with restrictions such that none but thoroughly competent persons should be eligible to educational offices; that there should be only two grades of teachers, these to receive salary according to grade of license; and that there should be but one trustee in a township, whether he be elected or appointed.

### No More Entertainments.

Chester, Pa.—A resolution has been adopted by the school board, forbidding pupils to take part in theatricals and similar entertainments during the coming year, on the ground that students in some of the schools have in the past spent too much of their time in preparing for entertainments to the detriment of their regular studies.

### More Salaries Reduced.

Harrisburg, Pa.—In spite of the large appropriation made by the legislature for the schools, the local authorities of a township in Berks county and one in Northampton county have decided to reduce the salaries of the teachers. This line of action is opposed by every competent teacher in the state. It is felt that if any teacher is not worthy of the same salary that he had last year, he is unworthy of his place, and should be discharged.

### "Honor to Whom Honor."

New Haven, Conn.—The "Register" of July 19 devoted a column to an editorial upon the work of the Rev. Dr. B. G. Northrop, of Clinton, whose eightieth birthday occurred July 18. Dr. Northrop is well known by his educational work, having been agent of the Massachusetts state board of education for over ten years, and state superintendent of the schools of Connecticut for sixteen years, but he is even better known as the father of the "Village Improvement Society." In 1876 he started the idea of centennial tree planting, his circular on that subject being widely circulated all over the country. In 1883, at the meeting of the American Forestry Association, his resolution in favor of Arbor day in the schools was adopted, and he was made chairman of the committee appointed to push the movement. He has been re-appointed every year. Not only is Arbor day kept in nearly every state in the Union, but Canada, Australia, the Hawaiian Republic, Japan, and several countries of Europe have fallen in line.

For fourteen years Dr. Northrop has gone about the country organizing village improvement societies. Nearly every New England town has benefited by this work, though this movement is by no means confined to the East. No state is doing more in this line than far-away California. Dr. Northrop's method of operation is to call the people of a town together for a free lecture, setting forth the need of organized effort to develop its natural advantages and increase its attractions; then, while the iron is hot, he strikes, by adopting a constitution and appointing the necessary officers. Altogether, it is a noble work in the cause of the good and beautiful which has been done by this hale and hearty octogenarian.



**Oklahoma's Pride.**

Oklahoma Territory.—The territorial superintendent, Mr. E. D. Cameron, states that during the biennial period ending in June, 1896, the educational interests of Oklahoma have shown a continuous and gratifying growth. Everywhere the people have been alive to the necessity of public instruction and have shown a willingness to further its cause by every means at their command. However much may have been the necessity for economy and retrenchment in times of financial distress, an amount of taxes that would appear excessive in even many of the states has been imposed by the people upon themselves for the support of schools.

There is a special report of the normal school by the president, Mr. E. D. Murdaugh. The number of pupils last year was one hundred sixty. Upon graduation, the pupil is entitled to a diploma which is a five years' certificate for teaching in Oklahoma, and this may be renewed by the territorial superintendent after satisfactory examination.

The board has given special attention to the rural school problem for the past two or three years, having made an effort to grade the country schools, as well as those of the villages and cities of the territory. In the spring of 1895, a course of study was prepared for the rural schools of Oklahoma, outlining the work for each year or grade. The work of grading was begun in the following autumn. A copy of the course of study was put in each home represented in the district schools, as a result of which, the friends of the public schools are generally interested in the plan of graduation.

The territorial board has received requests from a number of county superintendents and teachers, for questions for the examination of pupils who have completed the course of study in the rural schools. The board has arrived at the conclusion that it is best to put this work in the hands of the county superintendents and teachers. It is suggested that there be in each county an examining committee, consisting of the county superintendent and from four to six teachers; at a date after the examinations this committee to convene and grade the work, determining the standing of each pupil in the various subjects.

**Plans of Improvement Followed.**

Southern Berkshire District, Mass.—Supt. B. J. Tice reports that the most extensive and valuable improvements of the year have been in methods of teaching. Teachers have been exhorted to teach for power rather than information. Together with the use of aids and devices, the teachers have aimed to apply the laws of the mind and the foundation principles of education.

Progress has been made in discipline. Corporal punishment is rare, and teachers are realizing that discipline is best maintained by giving pupils plenty of interesting work, and by teaching them self-control.

Slight changes have been made in rural schools having but one teacher. The one-teacher schools have been divided into bi-yearly sections, instead of yearly grades. No pupil is allowed to stray off into more than one of these sections. If he does not fit into one of them on entering, he is given longer lessons in the subjects in which he is deficient, and shorter ones in those in which he is proficient, till he is made to fit one of the sections.

Promotions are not made wholly on the results of formal examinations, but the daily recitations of the pupils are taken into consideration. Promotion is made whenever the good of the pupil requires it. For the sake of convenience promotions are usually made at the end of June, but they may be made at the end of any other term.

**The Negroes at Tuskegee Taught Self-Support.**

President Booker T. Washington of Tuskegee Institute, Ala., says: "So well do we have the various trades in hand, that a building of any kind can now be completed without going off the grounds for assistance in the way of labor. Besides keeping 24 other industries in constant operation, the students cultivate with their own hands, 640 acres of land. Including those who received diplomas from the academic department and those who received certificates from the industrial department, 51 students finished the course last year."

**For the Health of Pupils.**

Muncie, Ind.—An order made by the state board of health requires that pencil sterilizers and safety drinking fountains be provided for the schools. Among the numerous devices for a pen and pencil sterilizer is a Russia iron oven heated by gas, gasoline, or alcohol. All pens and pencils are to be heated in this daily to a temperature of 275 degrees. A new water fountain is provided with a faucet which upon being turned yields exactly a gill and a half of water. A cup beneath holds just a gill, the overflow being sufficient to keep the edge of the cup clean so preventing the spread of contagious disease.

**Progress in Indian Education.**

The commissioner of Indian affairs, in his report for 1896, devotes considerable space to the subject of education. Notwithstanding the difficulties to be encountered, progress during the past year has been very satisfactory under the intelligent and humanitarian administration of Supt. Hailmann. The reservation and non-reservation schools appear to meet admirably the condition of the Indian, and to provide him with the necessary facilities for acquiring an education.

The value of the public schools is recognized and an increase in the number of Indians attending them has been urged. The prejudice of the white and the timidity of the Indians will eventually wear off and a large number of Indian pupils be enrolled in the public schools.

Great stress has been laid upon industrial training. Any system which overlooks that method of instruction by which the great masses of people, who do not enter professions, are to be benefited, must be condemned as unwise. Few Indians have sufficient natural aptitude and acquirements to compete successfully with the whites in the professions, therefore they should receive a vigorous practical education to fit them for the average walk of life.

Commissioner Browning considers the work of the day schools as of special importance, as, being situated in the heart of the Indian country, the young and old Indians are daily brought into contact with the teachers, who represent the white man's civilization. The day school is as much an educator of the father and mother as of the child. The teachers are required to devote a portion of their time to benefiting the older Indians in showing them the advantages of home life and the practical arts of domestic economy.

The appropriations for Indian education for the year ending June 30, 1896, amounted to \$2,056,515. While economy has been practiced in every branch of the school service, efficiency has not been sacrificed. Several new schools have been built, and contracts have been let for others. Repairs and changes of more or less extensive character have been made at a majority of the schools.

The summer institutes held for Indian school employees have had an excellent effect upon the schools. They kindle enthusiasm, give to all schools the benefit of each, and bring those outside and inside the Indian service into contact, to their mutual benefit. Thus prejudice and misunderstanding are removed and helpful interest in Indian work is won.

**Institute for Teachers in Indian Schools.**

Omaha, Neb.—The annual institute of the United States Indian school service was held in this city during five days, beginning July 12. The attendance was about 300, nearly all the schools of the Western states being represented. In welcoming the teachers to Omaha, Supt. C. G. Pearse referred to the fact that just across the river was the "Council Bluffs," where the Indian tribes were accustomed to gather in council in the years gone by, and he considered it eminently appropriate that the delegates to this institute should come to the same place for mutual advice.

Dr. Hailmann, general superintendent of Indian schools, said in his opening address that he regarded the institute as one of the most important factors in the development of the Indian school work. They did not come together for the mere purpose of devising new methods of instruction, but to gain a clearer insight into their work, and the best means to reach the end. One effect of the institute had been to solidify their work.

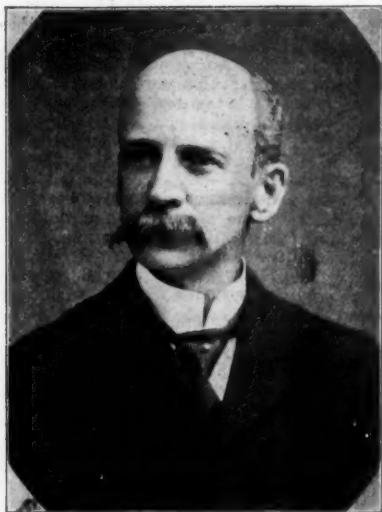
Another result was the closer organization of the various factors in the work.

The institutes were also important from a sanitary standpoint. Through the discussions of the institutes and the determinations resulting the mortality among Indian school pupils had been largely reduced.

The rapid development of the kindergarten and manual training departments was alluded to with satisfaction, and the teachers were complimented on the manner in which the more mature pupils were being utilized in the work.

An interesting paper was read by Louise McDermott, of Pipestone, Minn., on "The Logical Development of the Child Mind," in which the statement was made that the education of Indian children was not more difficult than that of a white child, and the methods acquired in experience with white children could generally be applied to the Indians. The fact must not be lost sight of, however, that the Indian child had a comparatively shorter period of development. His notions of things were crude, unformed, and fragmentary. His emotions were strong, while his powers of judgment were weak.

A series of resolutions adopted by the institute included the following: That the larger reservations be bonded; that a compulsory school law similar to that enforced in the states be favored; that the law requiring that the physiological effects of alcohol and tobacco be taught in the schools, should be rigidly enforced; that Indian employees of the schools should be graduates of the regular Indian training schools, and that no Indians but normal graduates be appointed teachers.



C. J. BAXTER,  
State Superintendent of Public Instruction, New Jersey.

### Brief Notes of Real Interest.

"The Report on Rural Schools" may be had by writing to Irwin Shepard, secretary of the N. E. A., Winona, Minn. In accordance with the vote of the directors, the report will be sold as nearly as possible at its exact cost. Single copies by mail, 25c.; packages of ten copies, express prepaid, 20c. each; fifty copies or more, 15c. each.

"Well, Johnnie," said the visitor, "I suppose you'll begin going to school again very soon."

"Yes."

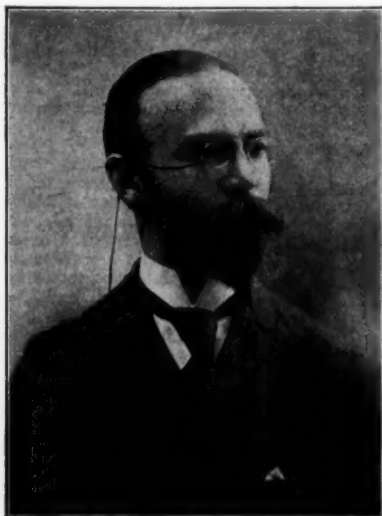
"Do you like going to school?"

"Yes; it's staying there after I get there that I don't like."

—"Harper's Round Table."

Philadelphia, Pa.—It is said that Supt. Brooks plans that cooking shall be made a part of the regular work for the girls of the tenth and twelfth grades. Vocal music has been added to the list of studies this year, room being made for it by reducing the amount of time given to paper-cutting and drawing.

West Plains, Mo.—The West Plains college, of which William H. Lynch, A. M. is president, has been more prosperous during the last year than ever before. One hundred sixty-five students have been enrolled, from Arkansas, Illinois, Texas, and six counties in Missouri. The class of '97 consists



GEO. TAYLOR ETTINGER,  
Pres. Board of Education, Allentown, Pa., and Prof. of Latin and Pedagogy, Muhlenburg College.

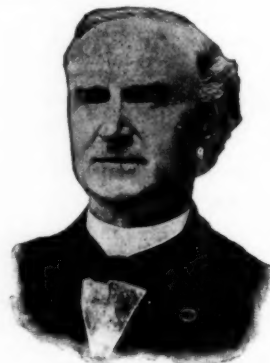
of fifteen members. The commencement address was given by J. B. Merwin, of St. Louis, editor of the "American Journal of Education."

Paterson, N. J.—Supt. Manro has advocated the introduction of French, German, and English into the course of study of the Paterson high school. This is, it is needless to state, a movement along the line of progress, but, as usual, there is more or less croaking on the part of some who, their own education having been limited, fail to appreciate the value of a broad training. They never studied any language but English, and they have never felt the need of any other; why should their children waste time in studying what is of no practical use? How many times the superintendent or teacher must meet this fallacious argument. It is certainly a pity that those who have given their whole attention for years to the study of what is most helpful in the development of boys and girls to strong manhood and womanhood know so much less about these things than the man whose only interest in the subject is the finding fault with any change.

St. Johnsbury, Vt.—Within a period of three years the length of the grammar school course has been changed from ten to nine years. Naturally, a large number of pupils are unable to make their promotions. It has been the aim of the superintendent to modify the promotion system as much as possible in the case of such children.

Departmental teaching has been tried to some extent, and so far has proved a success. Music and drawing teachers accomplish much because they give their whole time to these subjects. Supt. Kelly thinks that writing, nature study, and geography, and other subjects, need to be put into the hands of teachers who will specialize them.

Supt. Kelly urges the consolidation of several small district schools and the transportation of pupils. This plan would result in a longer school year, a higher grade of teachers, and more frequent and better supervision by the superintendent and special teachers.



G. M. IRWIN,  
Supt. of Public Instruction, Salem, Oregon.

The Civic and Philanthropic Conference will meet at Battle Creek, Michigan, October 12-17. This will be a conference of men and women interested in the great social, hygienic, and philanthropic questions which pertain to the welfare of society. The addresses will be made by prominent educators and philanthropists. Among other subjects, that of "School Hygiene" will be considered. The various sides of this subject will be treated, such as, "How to Prevent Physical Deterioration Resulting from School Life; Medical Inspection of Pupils; Physical Cleanliness; Lavatory and Bath Facilities for the Public Schools."

The railways have been asked to make reduced rates, and the hotels will offer accommodations at low terms. Address S. Sherin, Secretary Sanitarium, Battle Creek, Mich.

New Albany, Ind.—The historic old De Pauw college building was struck by lightning July 31, and the second and third stories were burned. The building was one of the oldest in the state, and contained a very valuable library.

Teacher—What is a synonym?

Bright boy—It's a word you use in place of another one when you don't know how to spell the other one.

There's no question about it. Hood's Sarsaparilla is the best blood purifier. This is proven by its wonderful cures of blood diseases.



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# AND SCHOOL EQUIPMENT.

We give below a most complete list of publishers of school books and firms who manufacture school supplies and equipment. This will be a great convenience in purchasing. Corrections are made each month. In writing for circulars, catalogues, or information you will get special attention by mentioning THE SCHOOL JOURNAL every time you write. The names in bold face type are regular or occasional advertisers in THE JOURNAL, and are specially commended as reliable firms.

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**American Book Co.,** N. Y., Cin., Chicago, Boston, Atlanta, Portland, Or.  
**Appleton & Co., D.,** N. Y. & Chi.  
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**Potter & Putnam,** "  
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**Smith Pub. Co., H. P.,** "  
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**The John Church Co.,** Cincinnati, O.  
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**Wood & Co., Wm.,** "  
**Allyn & Bacon,** Boston  
**Boston School Supply Co.,** "  
**Bradlee Whidden,** "  
**Educational Pub. Co.,** "  
**Ginn & Co.,** Boston, N. Y., Chi.  
**Heath & Co., D. C.,** "  
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**Lee & Shepard,** Boston  
**Leach, Shewell & Sanborn,** Boston and N. Y.  
**Prang Edu. Co.,** Boston and N. Y.  
**Silver Burdett & Co.,** Bos., N. Y., Chi.  
**Thompson, Brown & Co.,** Boston  
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**Flanagan, A.,** Chicago  
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**Scott, Foresman & Co.,** "  
**Western Pub. House,** "  
**Werner School Book Co.,** Chicago, N. Y., Boston, Phila.  
**Myers, R. L. & Co.,** Harrisburg, Pa.  
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**McKay, David,** "  
**Potter & Co., Jno. E.,** "  
**Sower Co., Christopher,** "  
**Johnson, B. F. Co.,** Richmond, Va.  
**Williams & Rogers,** "  
**Practical Text-Book Co.,** Roch., N. Y. & Chicago  
**Irish, Frank V.,** Cleveland, O.  
**C. A. Nichols & Co.,** Columbus, O.  
**Milton Bradley Co.,** Springfield, Mass.  
**Scranton, Wetmore & Co.,** Rochester, N. Y.

## Music Publishers.

**Ditson, Oliver & Co.,** Boston, N. Y.  
**Novello, Ewer & Co.,** New York  
**John Church Co.,** Cincinnati, New York, Chicago  
**S. W. Straub,** Chicago  
**King, Richardson & Co.,** "

## Book Covers

**Harrison, W. Bev.,** New York City  
**Holden Book Cover Co.,** Springfield, Mass.

## School Furniture

**Bobrick Sch. Furniture Co.,** Boston  
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**Union School Furniture Co.,** Battle Creek, Mich.  
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**Rowles, E. W. A.,** Chicago  
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**Elmer & Amend,** "  
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**Keuffel & Esser,** "  
**McAlister & Co.,** "  
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**Ward's Nat. Sci. Estab.,** "  
**Milliken & Crenshaw,** Phila.  
**Milligan, C. T.,** "  
**Queen & Co.,** "  
**Rau, Wm. H.,** "  
**Williams, Brown & Earl,** "  
**Bausch & Lomb,** Rochester, N. Y.  
**Henry Hell Chem. Co.,** "  
**St. Louis, Mo.,** "  
**Weston Elec. Inst. Co.,** Newark, N. J.  
**Warner & Swasey,** Cleveland, O.

## School Supplies

See also Blackboards, Book Covers, Charts, Flags, Maps, Globes, Bells, School Blanks, Kindergarten Material, etc.  
**Boston School Supply Co.,** Boston  
**Hammett Co., J. L.,** "  
**Acme School Supply Co.,** Chicago  
**Barnes, C. M. Co.,** "  
**Caxton Co., The,** "  
**Central School Supply House,** "  
**Educational Aid Association,** "  
**Flanagan, A.,** "  
**Olmsted, W. L.,** "  
**Standard School Fur. Co.,** "  
**U. S. School Furniture Co.,** "  
**Century Sch. Supply Co.,** Chicago, Ill.  
**Smith & White M'g Co.,** Holyoke, Mass.  
**Bell, W. L. & Co.,** Kansas City  
**Choate, W. F. Co.,** Albany, N. Y.  
**Twin City S.S. Co.,** Minneapolis, Minn.  
**Acme Sta. & Paper Co.,** N. Y. City  
**Central School Supply House,** "  
**Harison, W. Bev.,** "  
**Olcott, J. M.,** "  
**Peckham, Little & Co.,** "  
**Potter & Putnam,** "  
**Schermerhorn & Co.,** "  
**McClees & Co.,** Phila. Pa.  
**Lippincott Co., J. B.,** "  
**Greenwood School Supply Co.,** "  
**Sch. & Off. Sup. Co.,** Youngstown, O.  
**Ed. Supply Co.,** Kingston, Jamaica  
**American Splane Co.,** Chicago  
**Scranton, Wetmore & Co.,** Rochester, N. Y.

## Blackboards, Crayons, and Erasers.

**Bell, J. E.,** Boston  
**Hammett Co., J. L.,** "  
**Central Sch. Supply House,** "  
**U. S. School Furniture Co.,** "  
**Bell, W. L. & Co.,** Kansas City  
**Consolidated Lehigh Slate Co.,** N. Y.  
**Crown Slate Co.,** "  
**Hobbie, A. D.,** "  
**Olcott, J. M.,** "  
**Silicate Slate Co.,** "  
**Franklin M'g Co.,** Rochester, N. Y.  
**Slatington-Bangor Slate Co.,** "  
**Slatington, Pa.,** "  
**Hyatt Slate Co.,** Bethlehem, Pa.  
**Am. Soapstone Finish Co.,** "  
**Acme Sch. Sup. Co.,** Chicago  
**Standard Sch. Fur. Co.,** "  
**Londergon, W. H. & Co.,** "  
**American Slate B. B. Co.,** Phila.  
**Lippincott Co., J. B.,** "

## Charts

**Boston School Supply Co.,** Boston  
**Ginn & Co.,** "  
**Hammett Co., J. L.,** "  
**Silver, Burdett & Co.,** "  
**Century School Supply Co.,** "  
**Central Sch. Supply House,** "  
**Educational Aid Association,** "  
**The Caxton Co.,** "  
**U. S. School Furniture Co.,** "  
**Western Pub. House,** "

**Bell, W. L. & Co.,** Kansas City  
**Franklin Publishing Co.,** N. Y. C.  
**Harison, W. Bev.,** "  
**Kellogg & Co., E. L.,** "  
**Potter & Putnam,** "  
**Potter & Co., John E.,** Philadelphia  
**Congdon, C. H.,** St. Paul, Minn.  
**Williams & Rogers,** Rochester, N. Y.  
**King, Richardson & Co.,** Springfield, Mass.

## Dialogues and Recitations.

**Baker W. H.,** Boston  
**Denison, T. S.,** Chicago  
**Flanagan, A.,** "  
**March Bros.,** Leb non, O.  
**Dick & Fitzgerald,** New York City  
**Excelsior Publishing Co.,** "  
**Kellogg & Co., E. L.,** "  
**Ogilvie, J. S.,** "  
**Russell, R. H. & Son,** "  
**Werner, Edgar S.,** "  
**Garrett Co., P.,** Philadelphia  
**Penn Pub. Co.,** "

## Dictionaries & Cyclopedias.

**Appleton, D. & Co.,** New York City  
**Dodd, Mead & Co.,** "  
**The Century Co.,** "  
**Funk & Wagnalls,** "  
**Lippincott Co., J. B.,** Phila.  
**Merriam, G. & C.,** Springfield, Mass.

## Diplomas, Reward Cards, etc.

**Goes Lithographic Co.,** Chicago  
**Central Sch Supply House,** "  
**Rickett's, C. L.,** "  
**Ames & Robinson,** New York  
**Fouch, A. J. & Co.,** Warren, Pa.  
**Wilcox, John,** Milford, N. Y.  
**H. H. Carter & Co.,** Boston

## Duplicating Apparatus.

**Lawton & Co.,** New York  
**Dick, A. B. & Co.,** Chicago

## Flags, Medals, Badges, etc.

**Hammett Co., J. L.,** Boston  
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**Oak Hall Co.,** "  
**Carpenter & Co.,** Chicago  
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**Thorp & Co., S. S.,** "  
**DeGrauw, Aymar & Co.,** "  
**Ensign M'g Co.,** "  
**Whitehead & Hoag Co.,** Newark, N. J.  
**Frink, W. C.,** Elizabeth, N. J.

## Gymnasium Apparatus.

**Spaulding, A. G. & Bros.,** New York  
**Narragansett, Mach. Co.,** Providence, R. I.

## Kindergarten Material

**Hammett Co., J. L.,** Boston  
**Charles & Co., Thos.,** Chicago  
**Schermerhorn Co., J. W.,** N. Y.  
**Steiger Co., E.,** "  
**Milton Bradley Co.,** Springfield, Mass.

## Manual Training Supplies.

**Chandler & Barber,** Boston  
**Hammer, Schlemmer & Co.,** "  
**Barnes, W. F. & John,** Rockford, Ill.  
**Morse Mach. Co.,** Rochester, N. Y.  
**Reed, F. E. & Co.,** Worcester, Mass.  
**Strelinger, C. A. & Co.,** Detroit, Mich.

## Minerals

**English Co.,** New York City  
**Simmons, E. E.,** "  
**Ward Nat. Sci. Co.,** Rochester, N. Y.  
**Howell, E. E.,** Washington, D. C.  
**Wilson, N. L.,** Boston, Mass.

## Wood Specimens.

**Hough, Romeyn B.,** Lowville, N. Y.

## Maps (Relief and Wall), Globes, etc.

**Hammett Co., J. L.,** Boston  
**Central Sch. Supply House,** "  
**Olmsted, W. C.,** "  
**Rand, McNally & Co.,** "  
**U. S. School Furniture Co.,** "  
**Western Pub. House,** "  
**Bell, W. L. & Co.,** Kansas City  
**Olcott, J. M.,** N. Y. City  
**Harison, W. Bev.,** "  
**Holbrook, W. H.,** Windsor Locks, Ct.  
**Cheney Globe Co.,** Mystic Bridge,  
**Schedler, H.,** New York  
**Howell, E. E.,** Washington, D. C.

## Pens, Pencils, and Ink.

**Am. Lead Pencil Co.,** New York  
**Faber, A. W.,** "  
**Barnes & Co., A. S.,** "  
**Eagle Pencil Co.,** "  
**Faber, Eberhard,** "  
**Spencerian Pen Co.,** "  
**Eclectic Pen Co.,** "  
**Gillett, Jos. & Sons,** "  
**Esterbrook Pen Co.,** "  
**Dixon Pencil Co.,** Jersey City, N. J.  
**Miller Bros. & Co.,** Meriden, Ct.  
**Diamond Ink Co.,** Milwaukee, Wis.  
**Higgins C. H. & Co.,** Brooklyn, N. Y.  
**Lippincott Co., J. B.,** Phila.

## Pencil Sharpeners

**Goodell & Co.,** Antrim, N. H.  
**Hammett Co., J. L.,** Boston  
**Central Sch. Supply House,** Chicago  
**Dick & Co., A. B.,** "  
**U. S. School Furniture Co.,** "  
**Walker M'g Co.,** "  
**Andrews Sch. Fur'g Co.,** N. Y. C.  
**Gould & Cook,** Leominster, Mass.  
**Lippincott Co., J. B.,** Phila.

## Photos for Schools.

**Soule Photo Co.,** Boston  
**Dunton, C. H. & Co.,** "  
**Wm. H. Pierce Co.,** New York  
**Hegger, Frank,** "  
**Franz Hanfstaege,** "  
**Berlin Photo Co.,** "  
**Ad. Braun & Co.,** "

## Program Clocks.

**Fred. Frick,** Waynesboro, Pa.  
**Blodgett Bros.,** Boston, Mass.  
**Prentiss Clock Co.,** N. Y. City

## School Records, Blanks, and Stationery.

**Babb, Ed. E.,** Boston  
**Hammett Co., J. L.,** "  
**Central Sch. Supply House,** "  
**U. S. School Furniture Co.,** "  
**Lippincott Co., J. B.,** Phila.  
**Smith & White M'g Co.,** Holyoke, Mass.  
**Acme Sta. Paper Co.,** N. Y. C.  
**American News Co.,** "  
**Olcott, J. M.,** "  
**Blair Co., J. C.,** Huntington, Pa.

## School Bells

**Blake Bell Foundry,** Boston  
**Hammett Co., J. L.,** "  
**McShane Bell Found.,** Baltimore, Md.  
**Central Sch. Supply House,** Chicago.  
**U. S. School Furniture Co.,** "  
**Buckeye Bell Foundry,** Cin., O.  
**Cincinnati,** "  
**Am. Bell Foundry,** Northville, Mich.  
**Meneely Bell Co.,** Troy, N. Y.  
**Meneely & Co.,** West Troy, N. Y.  
**Rumsey & Co.,** Seneca Falls, N. Y.  
**Stuckstede & Bros.,** St. Louis, Mo.

## Second Hand School Books.

**Babb, Ed. E.,** Boston  
**Allen, D. A.,** Chicago  
**Barnes, C. M. Co.,** "  
**Harison, W. Bev.,** N. Y. C.  
**Hinds & Noble,** "  
**Keyser, W. H. & Co.,** Philadelphia

## Teachers' Agencies

**Albany Teachers' Agency,** Albany  
**Penn. Ed. Bureau,** Allentown, Pa.  
**Bridge Teachers' Agency,** Boston  
**Beacon** "  
**Co-operative** "  
**Eastern** "  
**Winship Teachers' Agency,** "  
**Albert & Clark Agency,** Chicago  
**Co-operative Teachers' Agency,** Chicago  
**National Teachers' Agency,** "  
**The Thurston Teachers Agency,** "  
**Interstate Teachers' Agency,** Chicago  
**Colo. Teachers' Agency,** Denver  
**National Ed. Bureau,** Harrisburg, Pa.

## Pianos

**Steinway & Co.,** N. Y. City  
**Sohmer Co.,** "  
**Fischer & Co.,** "  
**Chickering & Co.,** "  
**John Church Co.,** Cincinnati  
**Lyon & Henly,** Chicago  
**Crown Piano Co.,** "  
**Vose Piano Co.,** "  
**Emerson Piano Co.,** Boston

Texas School Agency, Marshall, Tex.	Typewriters.	Magee Furnace Co., Smith & Anthony Co., Sturtevant Co., B. F.	U. S. Heater Co., Hyatt & Smith Mfg. Co., Detroit Heat. & Vent. Co., E. M. Link, Machine Co., Stover Heater Co., Herenden Mfg. Co., Powers Regulator Co., Hartford Heater Co., Raymond Campbell Mfg. Co., Middletown, Pa.
Coyriere, Mrs. N. Y. C.	Am. Writing Mach. Co., Wickhoff, Seamans & Benedict, Densmore Typewriter Co., Hammond Typewriter Co., Yost Typewriter Co., Typewriter Exchange, Smith Premier Co., Syracuse, N. Y.	N. Y. N. Y. Buffalo, N. Y. Canton, O. Chicago. Chicago.	Chicago. Chicago. Chicago. Chicago. Chicago. Chicago.
Blask Teachers' Agencies, Boston, New York, Chicago Toronto, Los Angeles	Daugherty Typewriting Co., Williams Type Co., Ford Type Co., Pittsburg, Pa., N. Y. City	N. Y. N. Y. N. Y.	N. Y. N. Y. N. Y.
Hazen, Irving, Met. Tea. Bu. N. Y. C.	Heating & Ventilating	American Boiler Co., Boynton Furnace Co., Fuller & Warren Co., Gorton & Lidgerwood Hart & Crouse, J. L. Mott Iron Works, Standard Radiator Co., Peck & Williamson Co. Cincinnati O. Hersey Atwood Heater Co., Clifton, N. J.	N. Y. C. N. Y. C. N. Y. C. N. Y. C. N. Y. C. N. Y. C. N. Y. C. N. Y. C. N. Y. C. N. Y. C.
Schermerhorn Co., J. W., Young-Fulton, Mrs. M. J., Interstate Teachers' Agency, Saginaw, Mich.	Am. Boiler Co., Boston Blower Co., Exeter Machine Works, Gurney Heater Mfg. Co., Ideal Boiler Co., American Warm. & Vent. Co	Boston Boston Boston Boston Boston Chic.	Boston Boston Boston Boston Boston Chic.
Bardeen, C. W., Robertson, H. N. Memphis, Tenn. Educational Ex. Providence, R. I. Central Ed. Bureau, Phila. Pa. Parker, C. J., Raleigh, N. C. Southern Teachers' Exchange, Nashville, Tenn.			

## New Text-Books for the Month.

This list is limited to the books that have been published during the preceding month. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all such requests which mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

AUTHOR.	TITLE.	PP.	BINDING.	PRICE.	PUBLISHER.
Adams, C. B.	Music for the Common School				Inland Publishing Co.
Anderson, J. M.	A Study of English Words				American Book Co.
Backus, Truman J.	Outlines of Literature, English & American	481	Cloth	1.25	Ginn & Co.
Bailey, F. H.	Inductive Physical Science	191	B'ds		D. C. Heath & Co.
Blaisdell, Albert F.	Short Stories from English History	75	Cloth	1.00	Ginn & Co.
Bomplian, Sophia V.	A Short History of the Italian Waldenses	283	"	1.00	A. S. Barnes & Co.
Boname, Louise C.	The Study and Practice of French in School	129	"	.80	L. C. Boname & Co.
Bennett, Chas. E.	M. Tullii Cicero's de Senectute Cato Major	46	B'ds	.30	Leach, Shewell & Sanborn.
Brown, J. H.	Kindergarten Stories	511	Cloth	1.25	J. C. Hammett & Co.
Bullock, Chas. J.	Short Course in German. No. 1				International News Co.
Burton, A. H.	Introduction to the Study of Economics				Silver, Burdett & Co.
Chace, Helena P.	Historical Reader				The Morse Company.
Chester, Albert H.	Practical Color Work	56	Paper	.25	Milton Bradley Co.
Chapin, H. E. and Rettger, L. J.	Catalogue of Minerals	212	Cloth	1.25	J. Wiley & Sons.
Colton Julia M.	Elementary Zoology and Laboratory Guide	301	"	1.25	G. P. Engelhard & Co.
Comstock, J. H.	Annals of Switzerland	349	"	2.50	A. S. Barnes & Co.
Cranch, Christopher P.	Insect Life	102	"	2.00	D. Appleton & Co.
Curtiss, C. C.	Æneid of Virgil—Bks 1-3.				The Macmillan Co.
Drews, Carl	Curtiss' Semi-Vertical Copy-book				American Book Co.
Estell, J. G.	German Grammar				W. K. Thomas & Co.
Golden, Michael Jos.	Plane Geometry	69	Cloth	.80	Longmans, Green & Co.
Goodyear, W. H.	Laboratory Course in Wood-Carving	307	"	1.00	Harper & Brothers.
Graham, P. Anderson	Roman and Medieval Art				Chautauqua Century Press
Haaren John H.	The Victorian Era				Longmans, Green & Co.
"	Rhymes and Fables				University Pub. Co.
"	Songs and Stories				"
"	Fairy Life				"
Hall, J. R. Clark	Ballads and Tales				"
Hart, Albert B.	A Concise Anglo-Saxon Dictionary	369	Cloth	1.75	The Macmillan Co.
Hempl, George	American History told by Contemporaries	606	"	2.00	The Macmillan Co.
Hinsdale, Burke Aaron	German Orthography and Phonography	57	Paper	.10	Werner School Book Co.
Holbrook, Florence	Training for Citizenship	200	Cloth	.60	American Book Co.
Howard, F. E.	Round the Year in Myth and Song				Novello, Ewer & Co.
Lambert, P. A.	Knickerbocker Series School Songs	216	"	1.00	The Macmillan Co.
Loney, S. Z.	Analytic Geometry				University Pub. Co.
Matzke, J. E.	Plane Trigonometry				H. Holt & Co.
Maycock Mark M.	French Pronunciation				Milton Bradley Co.
McLellan, J. A.	A Class-book of Color	346	Cloth	1.00	The Macmillan Co.
Montgomery, D. H.	The Public School Arithmetic	523	"	1.55	Ginn & Co.
Mooney, W. D.	Students American History	315	Cloth	1.00	American Book Co.
Pellison, Maurice	Latin Grammar				Flood & Vincent
Pollard, Rebecca S.	Roman Life in Pliny's Time				Western Pub. Co.
Rolfe, Alfred G.	Pollard's Advanced Speller	115	Cloth	.45	Ginn & Co.
Scudder, Horace E.	Fifth Book of Xenophon's Anabasis	520	"	1.00	Sheldon & Co.
Speer, Wm. W.	A New History of the United States	314	"		Ginn & Co.
Steward, Balfour	Elementary Arithmetic	214	"	1.10	The Macmillan Co.
Syma, L. C. ed.	Lessons in Elementary Practical Physics	314	"	1.20	Ginn & Co.
Tarr, Ralph S.	Third Year in French	368	"	1.10	The Macmillan Co.
Thatcher, Oliver J.	First Book of Physical Geography	390	"	1.00	Chautauqua Century Press
Turner, Eliza A.	A Short History of Medieval Europe	128	B'ds	.30	Ginn & Co.
Van Bergen	Short Stories (Third Reader Grade)				American Book Co.
Whitman, C. Sidney	Story of Japan				Chautauqua Century Press
	Imperial Germany	300	Cloth	1.00	

### Educational News Notes.

Middleborough, Mass.—The annual report of Supt. Jacoby shows that the cost of the schools per pupil, exclusive of repairing and erecting school-houses, was \$22. The amount expended for transportation to the elementary schools was \$1,416.35. Experience has proved that the consolidation of small schools, and consequent transportation of those pupils who live too far to walk, results in a better attendance, and that schools of a fair size do more and better work than small ones.

The teachers' meetings, Pedagogical club, the teachers' library of professional books, the visits of the superintendents to the schools and private consultations with the teachers, all have been used as means of encouraging and training the teachers. The number of educational books read by the teachers during the year was 120, and the number of educational journals, 82.

Praiseworthy and successful efforts were made through the year by a number of the teachers to adorn their school-rooms with pictures. Supt. Jacoby says:

"I am heartily in sympathy with this movement of beautify-

ing the school-rooms of our land with suitable pictures and other works of art. What we are is due, in part, to silent influences, and this fact helps to make possible the value of beautiful surroundings. A child's mind is very impressionable, and the constant presence of an atmosphere of beauty must have a refining influence, and be favorable to the awakening and developing of a beautiful life.

Albany, N. Y.—The New York Education Company has been incorporated in this city by the secretary of state. The company intends to publish school magazines, newspapers, educational books and school supplies. The directors are James M. Ruso, Cornelius E. Franklin, and Harlan P. French.

In a national penmanship contest conducted by the "Penman's Art Journal," the award of supervisors' certificates showing the best writing supervisors in this country is as follows: First rank, Howard A. Champlin, supervisor of writing in the Cincinnati public schools; second, B. H. Hiser, West Indianapolis, Ind; third, W. S. Hiser, Richmond, Ind. The last two are brothers.



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## Literary Notes.

"La Pierre de Touche," edited by Prof. George M. Harper, of Princeton, has been issued by Ginn & Co. This is the most romantic and practical comedy of the greatest French playwright of our century. Emile Augier is distinguished from the number of the merely clever or merely powerful authors of comedy in our time, by broader sympathies, warmer feelings, sounder intelligence, and a more uniform literary excellence. "La Pierre de Touche" ("The Touchstone"), sweetly played, upon a tragic theme, the struggle of artistic freedom and personal integrity, and old loyalty against the temptations of newly acquired wealth.

"Beel's Kansas Portfolio" describes the institutions of Kansas, beginning with the civil government, in which is told how each officer is chosen, the length of time he serves, pay he receives, etc. This begins with the school district and ends with the state. Then it takes up the state's history, and arranges chronologically every important event from the earliest date a white man is known to have entered it, down to the present time. This subject is illustrated, with portraits of the governors and other prominent men, together with scenes presenting incidents in the growth and development of the state.

"The Private Life of the Queen" is the title of a new book by a member of the royal household, which is published by D. Appleton & Company. The special interest in the personality of Queen Victoria, caused by the celebration, to take place shortly, imparts a peculiar value to this book, which is the most comprehensive account of the queen's daily life, habits, and immediate surroundings that has been published.

"Peter the Great" is the title of a new work by K. Waliszewski, author of the remarkably successful "Romance of an Empress, Catharine II. of Russia." The new book, which is of striking interest, will be published by D. Appleton & Company.

"General Grant" is the title of a volume in the Great Commander Series,

which will be published shortly by D. Appleton & Company. The author, General James Grant Wilson, has had exceptional opportunities for a knowledge of General Grant's military career. An acquaintance begun at Cairo, in the summer of 1861, was continued for almost a quarter of a century. In addition to this, General Wilson has had the advantage of consulting a war diary containing many interesting conversations and incidents of his service under General Grant in the Vicksburg campaign in the West.

Ginn & Co. have issued, in this series of Latin and Greek School Classics, "Caesar's Gallic War. Book II.," by William C. Collar, headmaster of Roxbury Latin school, Boston. The belief that it is possible greatly to enlighten the labor, and so hasten the progress of the beginner by supplying him with an edition exactly suited to his needs, as a novice, has prompted the editor to prepare this book.

Bishop Potter, just before he left for Europe, read the final proofs of a volume entitled "The Scholar and the State," shortly to be published by The Century Co. The book is made up of essays, discussing sociological and civic questions.

Miss Julia M. Colton, a niece of Rev. Walter Colton, author of "Ship and Shore," "Sea and Sailor," "Three Years in California," "Constantinople and

Athens," which were well known a generation ago, is writing "The Annals of Switzerland," to be published by A. S. Barnes & Co., New York. She will make it a text-book for supplementary work in history, while furnishing the general reader with such a story of Switzerland as will be entertaining and reliable. The book will be illustrated, with many half-tone engravings of life and scenes from the land of heroes and mountains.

The supreme court is accounted the bulwark of our institutions, and there were not lacking those who in the recent campaign dreaded the success of the free silver movement, yet consoled themselves that the supreme court might, eventually, overthrow a law establishing it. To those thus minded Professor C. G. Tiedeman's pamphlet, "Silver Free-Coinage and the Legal Tender Decisions," (Publications of the American Academy of Political Science, No. 194, Philadelphia, 15 cents.) offers much encouragement. A review of the legal tender decisions and the recent tendencies of the court convinces the author that a free coinage measure upon review by that body would be declared incompatible with the constitution of the United States. The argument is ingenious, and if not altogether conclusive, brings strong reasoning in support of its position: If in the heat of the campaign such considerations did not obtain a wide attention, they are not the less of the highest significance.

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## Books.

The history of the battles, sieges, parliamentary debates, etc., connected with the American Revolution has often been written, but the literary history has only been very lightly touched upon. Professor Moses Coit Tyler, of Cornell university, therefore entered a comparatively unworked field when he undertook "The Literary History of the American Revolution, 1763-1783." It is a subject that ought to rouse the enthusiasm of any student, especially any native American. Most historians have recorded the events of that important era; Prof. Tyler has traced the ideas that gave birth to those events. The real history consists in a record of the thoughts and feelings of the people. Prof. Tyler has brought the reader into familiar acquaintance with the American people on both sides of this dispute. He has presented the soul, rather than the body of the American Revolution. The history has been written with fairness, and with no narrow national prejudice. The author says in his preface: "I have written a new history of the origin and growth and culmination of this race feud, so far as I am able to do so in the simple service of historic truth, and without permitting myself to be turned this way or that by any consideration touching the practical consequences that might result either from fidelity or from infidelity to my duty as a historian. At the same time, I now greatly mistake the case, if one practical consequence of this history, so far as it may find readers at all, shall not be eirenic, rather than polemic,—namely, the promotion of a better understanding, of a deeper respect, of a kindlier mood, on both sides of the ocean among the descendants of those determined men who so bitterly differed in opinion, so fiercely fought, and, in their anger, so widely parted company, a century and a quarter ago." We should remember the services of the men who fought for freedom, but at this late day there should be no resentment. If Prof. Tyler's book enforces these two lessons it will have accomplished great good. Every American will rejoice especially that he has rescued such worthies as Johnathan Mayhew, John Trumbull, Francis Hopkinson, Philip Freneau, and others from semi-oblivion. The book is important in subject and interest, shows deep and scholarly research, and is written in a style that will please the general reader as well as the special historical student. (G. P. Putnam's Sons, New York. \$2.50.)

Edward Gibbon, for the writing of his "History of the Decline and Fall of the Roman Empire," spent over twenty years in preparation. His investigations extended over almost the whole range of intellectual activity in Europe for about fifteen hundred

years; so thorough were his labors that the keen researches of the past hundred years have discovered very few errors. It is probably the greatest historical work ever written. Its two faults are a bias against Christianity and an unbending stateliness of style. These defects, however, will not prevent the student from enjoying this master-mind's narrative of one of the greatest of historical events. A good edition is in seven volumes with introduction, notes, appendices, and index, by J. B. Bury, M. A., professor of modern history in Dublin university. (Macmillan & Co., New York.)

F. H. Bailey, A. M., who is one of the best teachers of physical science in the country, by means of experiments with inexpensive apparatus, has given the results of his experience in a little book for beginners entitled "Inductive Elementary Physical Science." It was planned to meet the requirements of the Committee of Ten, the Committee of Fifteen, and the results of experience. The main features of the work are the following: 1. The experiments may be performed either on a school desk or on any table at home or in school. The directions are clearly given and amply illustrated. The apparatus is simple, durable, and inexpensive. 2. The first part of the course takes up the study of liquids and gases, because long experience has proved that these subjects develop the highest interest, and because the facts thus learned, underlying as they do processes of life and changing conditions of weather and climate, come constantly under observation. 3. The course is devoted largely to qualitative tests. Simple quantitative work is introduced gradually. 4. The whole course is inductive. The pupil—not the teacher—performs the experiments, obtains the facts for himself, and is led to deduce principles therefrom. 5. Each part takes up a few subjects and develops them well. In this way a scientific method can be applied and a deep interest aroused. The directions to the teacher, as to mode of teaching and the making of apparatus are clear and ample. (D. C. Heath & Co., Boston.)

The growth of physical science has rendered it more and more certain that phenomena of all kinds are due to the qualities and activities of ultimate atoms of matter. Astronomy, geology, chemistry, and physiology are easily reducible to the same factors. Prof. A. E. Dolbear has therefore restored the old name by calling his little text-book "First Principles of Natural Philosophy." The effort has been made to direct the attention of the student from the physics of mechanism to the physics of molecules. The ether has suddenly become highly important for the proper understanding of the phenomena of magnetism, electricity, and light; and discoveries lately made have rendered it needful to change both theories and conceptions, and restate nearly the whole of these subjects. (Ginn & Co., Boston.)

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#### Fever and Pain.

Pulaski F. Hyatt, M. D., United States Consul, Santiago de Cuba, writing upon the treatment of fever and pain, uses the following language:—"I have tested anti-kamnia so thoroughly for years past, that it is no longer an experiment with me. It strikes directly and effectively, without bad results, at the two most characteristic points in disease, viz: fever and pain. With these two points well under control, the physician's battle in acute attacks is nearly won. I always instruct patients to crush tablets before swallowing, thus insuring prompt relief."

Everywhere education is forging to the front. There cannot be too much education or too many different ways of imparting it. Nature teaches us in a thousand ways, and all are necessary. So we, as rational creatures, must adapt our educational methods to the conditions. Teaching by correspondence has now become a necessity.

One such institution, the National Correspondence Institute, Washington, D. C., has been incorporated and in successful operation for five years and has demonstrated its high character and usefulness by the first-class work which it has done. Those wishing detailed information should write for its literature.

#### What Tommy Said.

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The Century Co. is preparing a new edition of "The Autobiography of Joseph Jefferson," which has had a large sale. This edition will contain an additional chapter, including Mr. Jefferson's poem, "Shakespeare versus Bacon," delivered by the actor before the professors of Yale university in answer to Ignatius Donnelly's "Cryptogram."

## Literary Notes.

Recent additions to the Old South Leaflets are No. 48, "Bradford's Memoir of Elder Brewster," and No. 49, "Governor Bradford's First Dialogue."

The A. D. F. Randolph Company publish two little volumes by Mrs. Ballington Booth. One of them under the title "Look Up and Hope" is specially prepared for distribution among the prisoners in the various prisons where Mrs. Booth has taken up her work. The other volume under the title of "Branded" is an account of Mrs. Booth's prison work which has attracted such wide attention and commendation.

"How the House Does Business" is the title of an interesting article in the June number of the "North American Review" from the pen of the Hon. T. B. Reed, Speaker of the House of Representatives. It is a full and carefully prepared description of how national legislation is conducted, and the methods whereby the country's needs and necessities are provided for.

A few years ago we should have regarded with suspicion, if not contempt, an attempt to treat genius from a scientific point of view. But since the labors of Galton and the bold speculations of Lombroso, such efforts receive at least respectful consideration. Professor Charles H. Cooley of the University of Michigan, has recently printed a pamphlet, entitled "Genius, Fame and the Comparison of Races" (Publications of the American Academy of Political and Social Science, No. 197, Philadelphia, 35 cents), which forms an interesting contribution to this subject. He fixes what is meant by the term genius, the intellectual and social conditions under which it arises, and endeavors to ascertain whether the production of great men is a proper criterion of the excellenc of various races.

Hinds & Noble have issued a "New Testament Lexicon" under the editorship of George Ricker Berry, Ph. D., of the University of Chicago and Colgate university. The publishers' design and the endeavor of the editor have been to make this the very best Greek-English New-Testament lexicon ever published. It embodies all the good features of the other handy lexicons and presents several notable improvements.

Two recent bulletins of the agricultural station of Cornell university are "Potato Culture," by I. P. Roberts and L. A. Clinton, and "How to Conduct Field Experiments with Fertilizers," by G. C. Caldwell.

The familiar cover of "Lippincott's Magazine," the "Redheaded Magazine," as Bill Nye facetiously called it, has become a commonplace of the household, and it would be a literary misdemeanor to change it. But the graces of design may be employed innocently enough, and the Lippincotts have secured from the young artist, Miss Nan W. Betts, an adaptation of the original cover, which preserves all its old features while rendering them up-to-date in artistic finish.

The student of religious philosophy will find much to admire in the pure system of Buddha, the great religious reformer of India. Elizabeth A. Reed, A. M., an Oriental scholar of distinction, in an octavo volume of 209 pages has presented in readable form the origin and teachings of "Primitive Buddhism." She gives a life of Buddha, describes his ethical teachings, traces the origin of monkhood, and the course of Buddhist literature. (Scott, Foresman & Co., Chicago.)

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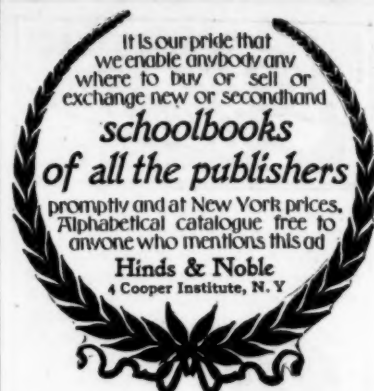
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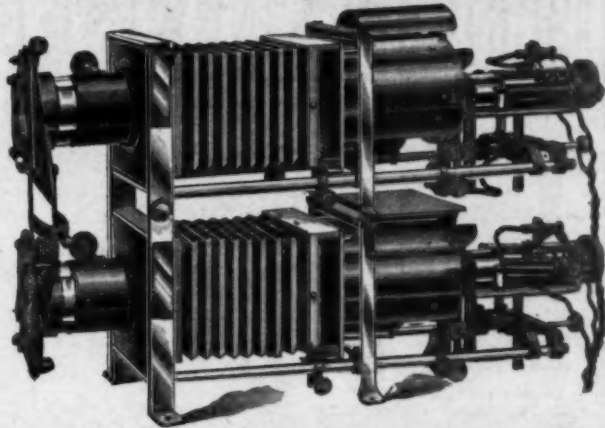
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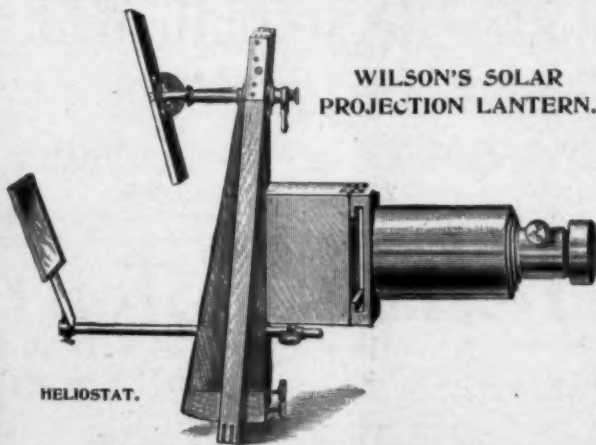
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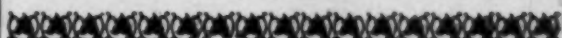
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